# Canon 電子辞典 [IDF-2200E]

取扱説明書

OXFORD Advanced Learner's Dictionary ジーニアス英和辞典 ジーニアス和英辞典 ジーニアス英単語2500

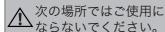
類語辞典



#### WARATANK S.U.P.E.R

- ●ご使用の前に「ご注意とお願い」をよくお読みの上、正しくお使いください。
- ●この取扱説明書をお読みになった後は、いつでも取り出せる場所に保管してください。

### ご注意とお願い



### テレビやラジオから ∠!\ 離してください。

日常のお手入れに ついてのお願い。

- 温度変化の激しいところ
- 湿度、ごみ、ほこりのあるところ
- 直射日光のあたるところ



テレビやラジオの近くで使用すると、映 像が乱れたり、雑音が入ることがありま す。テレビやラジオから離してご使用く ださい。



お手入れの際はシンナーなどの揮発性の 液体やぬれ雑巾は避け、乾いた柔らかい 布をお使いください。



液晶表示画面を強く 押さないでください。

介解しないでください。 ↑ 故障などの保証の注意

液晶表示画面はガラスでできています ので、強く押さないでください。



本機を絶対に分解しないでください。万 一、故障したと考えられる場合は、「保 証規定1に記載されていますように、本 機お買い上げの販売店、またはキヤノン マーケティングジャパン株式会社修理受 付窓口まで保証書を添えて、ご持参、も しくはご郵送ください。

万一、故障や修理、電池交換によるデー タの変化や消失により生じた損害、ある いは、本機使用により生じた逸出利益、 または第三者からのいかなる請求につい ても、当社では一切その責任を負えませ んので、予めご了承ください。

### 本機のおもな特長

- **1** OXFORD UNIVERSITY PRESS『OXFORD Advanced Learner's DICTIONARY 6th edition』(英英辞典)、大修館書店『ジーニアス英和辞典 第3版』、『ジーニアス和英辞典』、『ジーニアス英単語2500改訂版』を収録のほか、『ジーニアス和英辞典』のデータをもとに キヤノンが編集した『類語辞典』を加えた豊富な内容。
- 2 辞典から辞典へ移動して、見出しや本文中の単語を更に検索できるマルチジャンプ機能。
- 3 文字の入力と同時に候補が検索表示されるすぐ出る検索機能搭載。
- 4 あいまいな単語もスペルチェック機能で確認。
- 5 うろ覚えの単語でもワイルドカードサーチ機能で絞込み検索が可能。
- 6 単語引き直しに威力を発揮する履歴機能。
- 7 拡大機能で検索語句を見やすく表示。
- 8 多彩なジャンルで効果的に英単語を学習できるジーニアス英単語メニュー。

### もくじ

ご注意とお願い	I
本機のおもな特長	II
はじめてご使用になる前に	1
ご使用前の準備 準備① 電池を入れます	1
準備② リセット操作をします	
準備③ 本体上部を開きます	
準備④ 画面の液晶濃度を調整します	
準備⑤ システムの初期化をします	3
各部の名称	4
キーのはたらき・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・	6
各種機能の設定・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・	10
設定メニュー呼び出し方法	10
表示メッセージ切替	11
文字入力方法の設定・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・	12
キー入力音の設定・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・	
オートパワーオフの設定	
単語帳削除	

基本操作	1 (
文字入力のしかた	16
文字入力のポイント	
画面の見かた	
画面のスクロール	20
英英辞典を使う	2
オックスフォード英英辞典を使って英語句を入力し、英語で意味を検索します	22
英和辞典を使う	2
ジーニアス英和辞典を使って英語句を入力し、和訳を検索します	25
和英辞典を使う	28
ジーニアス和英辞典を使って日本語読みを入力し、英訳を検索します	28
類語辞典を使う	3(
同意語など、似た意味を持つ英語句を検索します	30
G英単語を使う	3
英単語を検索します····································	3
英単語メニューを使う	3
英単語2500メニューの使い方	35
英単語設定について	39
ジーニアス英単語2500メニューのテストモードや表示状態などを設定することができます	39

便利な機能	41
通常ジャンプで他の辞典へジャンプします	41
辞典指定ジャンプで他の辞典へジャンプします	43
共通操作	44
参照ジャンプを実行します	46
英英辞典から成句、句動詞を表示します	47
英和辞典、和英辞典から成句、複合語を表示します	48
例文・解説の表示について	49
スペルチェック機能	50
ワイルドカード検索・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・	51
履歴表示機能	53
単語帳機能	55
覚えたい語句を単語帳に登録します	55
単語帳の設定をします	57
設定項目の詳細	58
設定項目の詳しい内容について	58
表示方法の設定を活用・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・	59
単語の内容を非表示にします	59
単語を非表示にし、内容だけを表示します	60
単語帳のデータの削除	61
1単語ずつ削除する	61
単語帳別にまとめて削除する	62

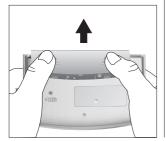
著作権など	
辞典のデータについて	63
記述内容についてのお問い合わせ先	64
こんなときは	65
キーを押しても動作しないときは	65
電池交換時のご注意	66
電池交換のしかた	67
ローマ字/かな対応表・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・・	68
凡例集	70
コラム集	
仕様	19
主な仕様	192

### はじめてご使用になる前に(ご使用前の準備)

#### 準備① 電池を入れます

①電源を切り、本機を裏にして電 池ぶた上の左右の矢印の上に指を のせます。それから電源ぶたを押 しながら外します。

②極性(+、-の方向)を間違えないように注意しながら、付属の単 4乾電池2本を入れます。 ③電池ぶたをもとの位置に戻しま す。







#### 準備② リセット操作をします

本体の裏にあるリセットスイッチを押してください。 $(\rightarrow$ 「こんなときは」P.65参照)

#### 準備③ 本体上部を開きます

- ①本体正面にある開閉ボタンを押 しながら、本体上部を開きます。
- ②画面が見やすいように角度を調節してください。

#### 準備④ 画面の液晶濃度を調整します

本体右側にある濃度調整ダイヤル を回して、見やすい濃度に調整し てください。

※ダイヤルは手前に回すと薄く、 反対側に回すと濃くなります。







### はじめてご使用になる前に(ご使用前の準備)

#### 準備⑤ システムの初期化をします

①画面に「システムを初期化しま すか?」と表示されます。

②初めてご使用になる場合には「は」い」が反転表示(黒塗り表示)された状態で R・\*\* を押して初期 化してください。

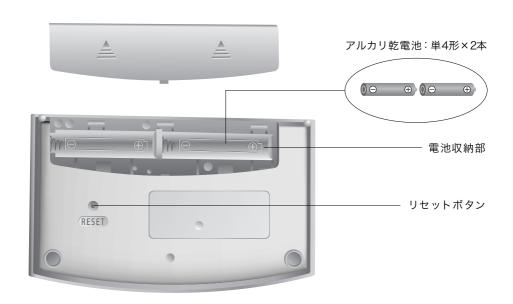
③オックスフォード英英辞典の初 期画面が表示され、本機の使用が 可能となります。

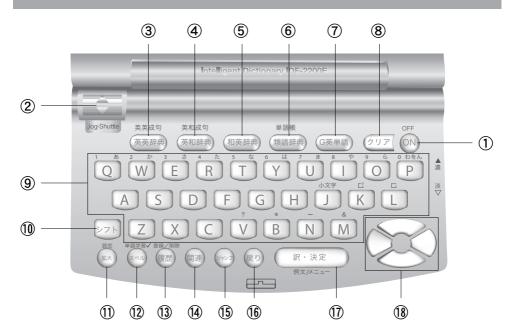
システムを初期化しますか? (単語帳・履歴データ、 ジーニアス英単語の学習・ テスト結果は削除されます) **ほい** 

## 各部の名称



# 各部の名称[裏面]





### キーのはたらき

#### ① ON/OFF + -

雷源の入/切に使用します。

#### ② ジョグシャトル

上下に動かすことで、 (上下カーソルキー)、押すことにより( Rr·決定 と同じ操作が できます。また、見出し語の移動もできます。

#### ③英英辞典/英英成句キー

英英辞典の検索画面を表示するときに使用します。また 英英成句検索画面に移ります。

#### 英英成句

と続けて押した場合は

#### ④ 英和辞典/英和成句キー

英和辞典の検索画面を表示するときに使用します。また シフト 英和成句検索画面に移ります。



英和成句

と続けて押した場合は

#### ⑤ 和英辞典キー

和英辞典の検索画面を表示するときに使用します。

#### ⑥類語辞典/単語帳キー

類語辞典の検索画面を表示するときに使用します。また シフト 語帳の画面に移ります。

単語帳

と続けて押した場合は単

#### (7) G 英単語キー

単語検索と英単語メニューの画面を表示するときに使用します。最初にキーを押したときは英単語メ ニュー画面が表示され、キーを押す度に、「単語検索画面」、「番号検索画面」に切り替わります。

単語学習 🗸

⑧ クリアキー

文字入力中に押すと、入力中の文字をすべて消去します。また本文画面で押すと、検索画面に 戻ります。

⑨文字入力キー

文字、数字、英字の入力に使用します。

(10) シフトキー

英英成句、英和成句、単語帳、設定などの機能はこのキーを押してから使用します。

⑪拡大キー般定キー

本文画面中の文字を拡大して表示するときに使用します。また シフト は と続けて押した場合は設定メニュー画面に移ります。

(12)スペル/単語学習キー

入力した英語句のスペルチェックをするときに使用します。また  $^{> 7 \ }$  と続けて押した場合は、単語帳に登録した単語やジーニアス英単語の学習モードで単語にチェック ( $\checkmark$ ) を入れることができます。

(3) 履歴/登録・削除キー

使用中の辞典で今までに調べた語句を一覧表示します。なお語句は最新のものから順に30語まで記憶されます。また本文画面表示中に シフト と続けて押した場合は、表示されている語句を単語帳に登録または、単語帳に登録した語句を削除できます。

### キーのはたらき

#### (14)関連キー

英英辞典では本文画面右上に「I」、「P」が、英和/和英辞典では「同」「檀」が表示されている場合に、検索した語句の成句・句動詞・複合語を調べることができます。

#### (15) ジャンプキー

本文画面中の語句を他の辞典に移動して調べるときに使用します。

#### 16戻りキー

文字入力画面で間違えて入力した文字を1字ずつ削除したり、1つ前の画面に戻る場合に使用します。

#### ①訳・決定/例文・メニューキー

語句の検索および各種機能を実行するときに使用します。また、検索画面では検索メニュー、本文画 面では例文・解説を表示することができます。

#### (18)カーソルキー

カーソルの移動、検索候補を選択するとき、前/次画面に移るときに使用します。また各辞典および単語帳での検索中、シフトに続けて上下のカーソルキーを押すと、見出し語の次の単語( )、前の単語( )へ移動可能です。

注意 モードキーでは本体電源をOFFにすることはできません。

#### 入力方式や検索方法など、本機の各種機能の 各種機能の設定 設定を切り替えることができます。

#### 設定メニュー呼び出し方法



と続けて押すと、設定 メニュー画面が表示されます。

ポイント

各辞典の検索画面表示中に 駅·洙 を押すと検索メニュー

カーソルを上下に移動させて「設定」 を選択し (駅・\*\*定) を押しても設

定メニューが表示されます。

ポイント~~~~の代わり

に e使用しても同じ操作 ができます。

ポイント

設定を変更しないで入力画面に戻る にはクリアまたは戻りを押します。

English ▶Change message なし オートバワーオフ 【 3】分(1~10分) Use  $[\leftarrow] \cdot [\rightarrow]$ keys to change



### 各種機能の設定

#### 表示メッセージ切替「Change Message」

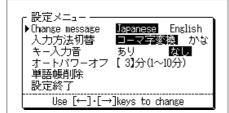
表示メッセージを日本語/英語に 切り替えることができます。 (初期設定は「Japanese」です) ② / で「Japanese / English」を選択します。

設定が完了し、各辞典の検索画面 に戻ります。

ポイント くん の代わり

に Jog-Shuttle を使用しても同じ操作

ができます。



[English]

OXFC

**6**60 オックスフォード英英辞典

OXFORD Advanced Learner's

DICTIONARY

検索したい語句を入力してください

DICTIONARY

Enter word you want to search

「Japanese」

#### 文字入力方法の設定「入力方法切替」

文字の入力方法を切り替えることができます。

(初期設定は「ローマ字変換」です)

① / でカーソルを「入力方法切替」に合わせます。

② / で「ローマ字変換/ かな」を選択します。 設定が完了し、各辞典の検索画面

ポイント ◇ / ○ の代わり

に戻ります。

に Jog-Shuttle を使用しても同じ操作 ができます。



### 各種機能の設定

#### キー入力音の設定「キー入力音」

キー入力音の有無を設定すること ができます。

(初期設定はキー入力音「なし」です)

② / で「あり/なし」を 選択します。 設定が完了し、各辞典の検索画 面に戻ります。

ポイント へん の代わり

に set を使用しても同じ操作ができます。



#### オートパワーオフの設定「オートパワーオフ」

電池の消耗を防ぐために、自動的に電源が切れる機能です。

電源を入れたままキー操作を行な わないと、実行されます。 電源が切れるまでの時間は次のよ

電源が切れるまでの時間は次のようにして設定することができます。 (初期設定は「3分」です) ② / つ1~10分の範囲で電源OFFまでの時間を設定します。 キーボードの「1」~「0」を使用しても時間を設定できます。この場合「0」は10分になります。

1分未満または11分以上の時間は設定できません。

③ / でカーソルを 「設定終了」に合わせ、 (訳・決定 を押します。

設定が完了し、各辞典の初期画 面に戻ります。

ポイント / の代わり に Jog-Shuttle を使用しても同じ操作 ができます。

#### ポイント

オートパワーオフでOFFされた 場合も、次回ONしたときにはオートパワーオフ前に表示されてい た画面が再表示されます。

ただし、モードキーを使ってON したときには、使用したモードキーの辞典検索画面が表示されます。



### 各種機能の設定

#### 単語帳削除 単語帳に登録されている語句を、登録単語帳別に削除することができます。

- ① / でカーソルを上下に移動させて「単語帳削除」に合わせます。
- ② 駅・決定 を押します。
- ③カーソルを / で上下に移動させて、語句を削除したい単語帳に合わせます。
- ④ R·決定 を押します。

⑤確認画面が表示されますので、 削除する場合は / でカー ソルを左右に移動させて「はい」 を選択します。

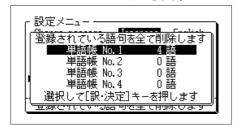
⑥ ( いき) を押します。

⑦選択した単語帳に登録されてい た全ての単語が消去されます。

ポイント / の代わり に Jog-Shuttle を使用しても同じ操作 ができます。

#### ポイント

単語帳に語句が登録されていない 場合は「単語が登録されていません」のメッセージが表示されます。 単語の登録されていない単語帳は 選択できません。



### 基本操作

#### 文字入力のしかた 文字の入力の手順を説明します。

入力方法には「ローマ字変換入力」と「かな入力」があります。入力方法は シフト 戻り で表示される設定メニューの「入力方法切替」で変更ができます。

(→「文字入力方法の設定」P.12参照) [例]

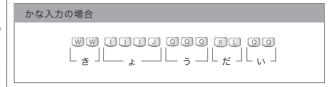
和英辞典を使って「きょうだい」を 入力してみます。

① (和英辞典) を押して和英辞典の 検索画面を表示させます。



②読みを入力します。





ポイント 入力訂正

間違えて文字を入力したときには 戻りで一文字ずつ消去して、もう一度入力します。 クリア を押すと入力中の文字をすべて消去できます。

### 基本操作

#### 文字入力のポイント①

#### ローマ字変換入力

小文字(あいうえおつやゆよわ)の入力

X を押してから、小文字の読みを入力します。

[例] X | → 「い」

● 促音(つ)を入力するときは、次にくる子音を続けて押しても入力ができます。

[例] K I T T O ⇒ 「きっと」

● 拗音を(ゃゅょ)を入力するときは、直前の文字との組み合わせでも入力ができます。

[例] HOSYOU ⇒ 「ほしょう」

撥音(ん)の入力は N を2回続けて押します。

[例] K E N N S A ⇒ 「けんさ」

#### ポイント 入力にとまどいやすい文字

 $Z | \rightarrow | U \rangle | Z | U \rightarrow | f \rangle | H Y E \rightarrow | U \rangle | F A \rightarrow | S \rangle | O \rightarrow | S \rangle |$ 

(→詳しいローマ字の入力方法は、「ローマ字対応表」(P.68で確認できます)

#### 文字入力のポイント②

#### かな入力

#### 小文字(あいうえおつやゆよわ)の入力

小文字の読みを入力してから J を押します。

[例] **□ □ □ □ □ □** 

● 濁音は文字を入力してから、 
 を押して表示させます。

[例] W L ⇒ 「が」

● 半濁音は文字を入力してから、K を押して表示させます。

[例] Y K ⇒ 「ぱ」

#### ポイント 同じ行の文字を続けて入力するとき

同じ行の文字を続けて入力するときは、はじめの文字の入力後、 を使ってカーソルを1つ送ってから次の文字を入力します。

[例] W W ⇒ 「かき」

注意 入力カーソルは、文字入力後、約2秒で自動的に次の入力位置に移動します。

### 基本操作

#### 画面の見かた 各辞典で語句を検索したときに表示される画面と活用機能について説明します。

- ①検索した語句が見出しとして表示されます。
- ②調べたい語句を選んで M・\*\*\* を押すと、本文画面が表示されます。本文画面には検索した語句の意味、品詞、例文等、辞典の内容が表示されます。

③検索した語句に成句・句動詞・複合語が含まれている場合、画面右上にアイコンが表示されます。これらは関連キーを使用して調べることができます。

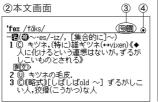
- (→「便利な機能」P.47参照)
- ④画面右上に矢印が表示されて いる場合は本文の表示内容を で上下に送る

(移動する)ことができます。

(→「画面のスクロール」P.20参照)

1





#### ポイント 拡大機能

本大を押すと検索した語句を拡大して表示することができます。

/ を押すと本文を 1行ずつ拡大表示しながら移動し ます。

ポイント

◇ /◇ の代わりに

を使用しても同じ操作が Jog-Shuttle できます。



#### 画面のスクロール(1)

画面右上に表示される矢印は、検索した語句の候補となる見出し語 や説明内容が一画面では表示しき れないことをあらわします。この 場合は、画面送りをしてすべての 内容を見ることができます。

#### [例]

英和辞典で「English」を検索します。

英和辞典の検索画面で「English」と入力します。候補となる見出し語が表示されます。

(→「英和辞典を使う」P.25参照)



1行ずつ送る場合

を押すとカーソルが1行ず つ送られます。

← を押すと1行ずつ戻ります。

ポイント

◇ /◇ の代わりに

を使用しても同じ操作が Jog-Shuttle できます。 1画面ずつ送る場合

を押すと見出し語候補画面が 1 画面ずつ送られます。

を押すと見出し語候補画面が 1画面ずつ戻ります。





### 基本操作

#### 画面のスクロール②

検索した語の本文画面を前後に 1行ずつ送る場合

を押すと画面が1行ずつ 送られます。

を押すと1行ずつ戻ります。

ポイント

◇ /◇ の代わりに

を使用しても同じ操作が Jog-Shuttle できます。

検索した語の本文画面を前後に 1画面ずつ送る場合

を押すと画面が1画面ずつ送られます。

を押すと1画面ずつ戻ります。

# 英英辞典を使う

#### オックスフォード英英辞典を使って英語句を入力し、英語で意味を検索します。①

#### [例]

英単語「trade」を入力して、英語で意味を検索します。

#### 英英成句

① 英英辞典 を押して英英辞典の 検索画面を表示させます。

#### ポイント

各辞典の検索画面表示中に

R・\*\*\*
を押すと検索メニューが表示されます。
/ で
カーソルを上下に移動させて「①オックスフォード英英辞典」を選択して、※・\*\*
を押しても英英辞典の画面が表示されます。

②文字入力キーで英単語「trade」 を入力します。

該当する単語が画面にアルファベット順で候補表示されます。

注意 辞書に収録されていない単語を入力した場合、そのつづりに近い単語から候補表示されます。



◇ /◇ の代わりに

を使用しても同じ操作が Jog-Shuttle

できます。







### 英英辞典を使う

#### オックスフォード英英辞典を使って英語句を入力し、英語で意味を検索します。②

③候補の中から探している英単語「trade」にカーソルを合わせて

R・※\*
を押します。

本文画面が表示されます。

ポイント

◇ /◇ の代わりに

または シフト +文字入力 Jog-Shuttle キーで、候補見出しの頭にある 数字を入力しても同じ操作がで きます。

trade /treid/ P •
noun, verb
noun

1 [U] the activity of buying and selling or of exchanging goods or services between people or countries: [EXAMPLES)

—see also BALANCE OF TRADE, FREE

ポイント 成句・句動詞の表示本文画面右上に「I」や「P」が表示されている場合、その見出し語を使った成句や句動詞を表示させることができます。( $\rightarrow$ 「便利な機能」P.47参照)

#### オックスフォード英英辞典を使って英語句を入力し、英語で意味を検索します。③

ポイント 英英成句検索について 英英成句では語句の成句を検索で ※※※
成句では語句の成句を検索で

きます。シフト+(英英辞典)で

成句検索の画面が表示されます。



検索したい語句を入力してください

#### [例]

「have」と「day」を使った成句を 調べます。

①文字入力キーで語句(ここでは「have」と「day」)を入力します。 画面に入力文字に該当する成句(熟語)が候補表示されます。



ポイント

複数の単語を含む成句の入力 複数の単語を入力し、候補をし ぽり込み検索する場合は、単語 の後ろに シフト M を押して「&」 を入力し、続けて単語を入力し ます。

注意 該当する成句がない場合は「一致する成句がありません」 のメッセージが表示されます。 ポイント

✓ ✓ / ✓ の代わりに

を使用しても同じ操作が Jog-Shuttle

できます。

#### III Have a nice 'day!

(spoken, especially AmE) a friendly way of saying goodbye, especially to customers

### 英和辞典を使う

#### ジーニアス英和辞典を使って英語句を入力し、和訳を検索します。(1)

#### [例]

英単語「case」を入力して、和訳 を検索します。

英和成句 英和辞典 を押して英和辞典の 検索画面を表示させます。

価値ジーニアス英和辞典G3

TAISHUK AN'S

**ENGLISH-IAPANESE** 

検索したい語句を入力してください

ポイント

各辞典の検索画面表示中に 駅· 決定 を押すと検索メニュー が表示されます。 / / / でカーソルを上下に移動させて 「③ジーニアス英和辞典」を選択し

IR·※定 を押しても英和辞典の 画面が表示されます。

ポイント

⟨ / ◇ の代わりに

を使用しても同じ操作が Jog-Shuttle できます。

検索メニュー ① オックスフォード英英辞典 オックスフォード英英成句検索 ④ ジーニアス英和成句検索 <del>LINGEISIT-JÄHAINES</del>E

検索したい語句を入力してください

② 文字入力キーで英単語「case」を 入力します。該当する単語が画面 にアルファベット順で候補表示さ れます。

注意 辞書に収録されていない単 語を入力した場合、そのつづりに 近い単語から候補表示されます。



#### ジーニアス英和辞典を使って英語句を入力し、和訳を検索します。②

③候補の中から探している英単語「case」にカーソルを合わせて

「R・注意」を押します。
本文画面が表示されます。

ポイント

クリーク の代わりに Jog-Shuttle または シフト +文字入力キーで、 候補見出しの頭にある数字を入力 しても同じ操作ができます。

ポイント 例文・解説の表示 例文画面中に 例文)または 解説) がある場合、 ボ・キーを押すと例文 または解説が表示されます。 表示後、もう一度 ボ・キーを押 すと、元の本文画面(例文・解説 非表示)に戻ります。

ポイント 成句・複合語の表示 本文画面右上に「同」「榎」が表示されている場合、成句や複合語を表示させることができます。

(→「便利な機能」P.48参照)





### 英和辞典を使う

#### ジーニアス英和辞典を使って英語句を入力し、和訳を検索します。③

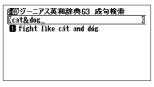
ポイント

英和成句検索について

英和成句では語句の成句を検索できます。 シフト 英和辞典 で成句検索の画面が表示されます。

#### [例]

「cat」と「dog」を使った成句を調べます。 ①文字入力キーで語句(ここでは「cat」と「dog」)を入力します。画面に入力文字に該当する成句(熟語)が候補表示されます。



ポイント

複数の単語を含む成句の入力 複数の単語を入力し、候補をしぼ り込み検索する場合は、単語の後ろ にシュトMを押して「&」を入力し、 続けて単語を入力します。 注意 該当する成句がない場合は「一致する成句がありません」のメッセージが表示されます。

② / で調べたい語句 (ここでは「① fight like cat and dog」)にカーソルを合わせ、

R・\*定 を押します。本文画面 が表示されます。

fight lìke cát and dóg

[《主に米》cáts and dógs]激しく戦う[口 論する].



### 和英辞典を使う

#### ジーニアス和英辞典を使って日本語読みを入力し、英訳を検索します。①

#### [例]

「音域(おんいき)」を入力して、 英訳を検索します。

(和英辞典) を押して和英辞典の検 索画面を表示させます。

ポイント

各辞典の検索画面表示中に を押すと検索メニュー

が表示されます。 🔷 / 🦳 でカーソルを上下に移動させて「⑤ ジーニアス和英辞典」を選択し 駅·決定 を押しても和英辞典の 画面が表示されます。

ポイント / の代わ りに を使用しても同じ操 Jog-Shuttle

① オックスフォード英英辞典 スフォード英英成句検索

<del>JATANESE-ENGEIS</del>H

検索したい語句を入力してください

作ができます。 検索メニュー ②文字入力キーで「おんいき」と入力 します。該当する単語が画面に五十 音順で候補表示されます。

注意 辞書に収録されていない読み を入力した場合、その読みに近い語 句から候補表示されます。

行列ジーニアス和英辞典 『おんいき ■ おんいき【音域】 おんいん【音韻】 ・ **園おんえあされる**【オンエアされる】 **園おんえあちゅうである**【オンエア中で♪ **園おんえあろゅうの**【オンエア中の】

何のジーニアス和英辞典 TAISHUK AN'S IAPANESE-ENCLISH 検索したい語句を入力してください

# 和英辞典を使う

#### ジーニアス和英辞典を使って日本語読みを入力し、英訳を検索します。②

③候補の中から探している語句 「おんいき」にカーソルを合わせて (x)・※定 を押します。

本文画面が表示されます。

ポイント

の代わりに またはシフト + 文字入力 + 一で、候補見出しの頭にある数 字を入力しても同じ操作ができます。

おんいき(音域)

\*range©U
例文)
\*compass /k/impes/
①②(音)
例文

\*register
①(単数形で](楽器の)音域:声域。

ポイント 複合語の表示 本文画面右上に「旬」「榎」が表示されている場合、成句や複合語を表示 させることができます。

(→「便利な機能」P.48参照)



#### 注意

カタカナ語を検索する場合でも、入 力された語句はひらがなで表示され ます。

### 類語辞典を使う

#### 同意語など、似た意味を持つ英語句を検索します。

#### [例]

英単語「as」を入力して、類語を 検索します。

① 類語辞典を押して類語辞典の検索画面を表示させます。

#### ポイント

各辞典の検索画面表示中に

| M・\*\*\* を押すと検索メニューが表示されます。 / でカーソルを上下に移動させて「⑥ 類語辞典」を選択し | M・\*\*\* を押しても類語辞典の画面が表示されます。



②文字入力キーで英単語「as」を 入力します。

該当する単語が画面にアルファ ベット順で候補表示されます。

注意 辞書に収録されていない単語を入力した場合、そのつづりに近い単語から候補表示されます。





③候補の中から調べたい英単語 「as」にカーソルを合わせて 「ボ・\*\* を押します。

本文画面が表示されます。

#### ポイント

◇ /◇ の代わりに

または シフト +文字入力 Jog-Shuttle キーで、候補見出しの頭にある数 字を入力しても同じ操作ができます。



### G英単語を使う

#### 英単語を検索します。①

ジーニアス英単語2500には英単語検索のほかに、番号検索(予め単語につけられている番号[001~2535]による検索)、英単語メニューが収録されています。英単語メニューでは設問形式による単語学習ができます。

※各検索画面は (G英単語) を押す ことで切り替えることができます。

#### [例]

英単語「fare」を入力して、単語を 検索します。

① (G英単語)を押して「ジーニアス英単語2500メニュー」 画面を表示させます。

#### 

#### ポイント

各辞典の検索画面表示中に

「パ・ネル」を押すと検索メニューが表示されます。

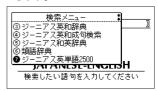
でカーソルを上下に移動させて
「⑦ジーニアス英単語2500」を選択し

「パ・ネル」を押しても「ジーニアス
英単語2500」の画面が表示されます。

ポイント

✓ / ✓ の代わりに

Jog-Shuttle を使用しても同じ操作ができます。



#### 英単語を検索します。②

さらに  $(\overline{G})$  を押すと画面が「く 単語検索>」 $\rightarrow$ 「ぐ番号検索>」 $\rightarrow$ 「ジーニアス英単語2500メニュー」の順で切り替わりますので、ここでは「単語検索」画面を選択します。画面下部に「検索したい語句を入力してください」のメッセージが表示されます。

②文字入力キーで英単語「fare」を 入力します。該当する単語が画面 にアルファベット順で候補表示さ れます。

注意 収録されていない単語を入力した場合、そのつづりに近い単語から候補表示されます。

③候補の中から探している英単語「fare」にカーソルを合わせて (ま・決定)を押します。

本文画面が表示されます。

ポイント

◇ /◇ の代わりに

または シフト +文字入力

キーで、候補見出しの頭にある数字を入力しても同じ操作ができます。







## G英単語を使う

#### 英単語を検索します。③

#### ポイント

再び「ジーニアス英単語2500メニュー」画面に戻るには、G英単語の機能を使用する前ならば (英単語を、機能を使った後の場合は「ジーニアス英単語2500メニュー」が画面に表示されるまで (ア) を数回押します。

#### ポイント

検索した単語とともに数字が表示されます。この数字を番号検索で使用します。「fare」ならば「0430」が語句番号となります。

単語を番号で覚えておけば、スムーズな検索ができ、前回学習した 続きから表示させるなどの使い方ができます。

#### [例]

語句番号を入力して、英単語 「fare」を検索します。

① (英単語) を押して「ジーニアス 英単語2500メニュー」画面を表示 させます。

# ■ 9 ~ 17 ス英単語 2500 メニュー ■ スタートダッシュで決める単語 85 12 実力にスタミナをっけた単語 753 13 多義語データファイル 38 14 ゴールへ加速する単語 620 15 小説・物語文以略 85 18 運輸車語にチャレンジ 139 17 基本単語をフールダウン 35 18 GEMIUS英単語 設定 9検索メニュー

#### ポイント

各辞典の検索画面表示中に

| M・\*\*\*| を押すと検索メニューを表示されます。 / / 一
でカーソルを上下に移動させて
「⑦ジーニアス英単語2500」を選択し
| M・\*\*\*| を押しても「ジーニアス
英単語2500」の画面が表示されます。

ポイント

の代わりに

onthりに

se使用しても同じ操作が
できます。



#### 英単語を検索します。4

さらに (G英単語) を押すと画面が「<単語検索>」→「<番号検索>」→「ジーニアス英単語2500メニュー」の順で切り替わりますので、ここでは「番号検索」画面を選択します。画面下部に「検索したい語句番号を入力してください」のメッセージが表示されます。

②文字入力キーを使い英単語 「fare」の番号(0430)を入力します。 該当する番号が画面に番号順で表示されます。

注意 番号検索の画面で数字を入 力するには、シフトを使わずに、 文字入力キーを押すだけで数字が 入力できます。ただし、候補見出 しの頭の番号を選択するには、

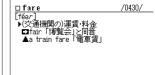
シフト を押してから文字入力キー の数字を押す必要があります。



③候補の中から入力した番号「0430」にカーソルを合わせて 「0430」にカーソルを合わせて 「ボ・決定」を押します。 本文画面が表示されます。

#### ポイント

または シフト +文字入力 キーで、候補見出しの頭にある数 字を入力しても同じ操作ができます。



ポイント

再び「ジーニアス英単語2500メニュー」画面に戻るには、「ジーニアス英単語2500メニュー」が画面に表示されるまで戻りを数回押します。

## 英単語メニューを使う 「 京スト形式で確認することができます。

#### 英単語2500メニューの使い方①

① G英単語 で英単語メニュー画面 を表示させます。

■ダーニアス英単語2500メニュー

■スタートダッシュで決める単語
②実力にスタミナをつける単語
③多義語データファイル
④ゴールへ加速する単語
⑤小説: 物語文攻略

⑥難単語にチャレンジ

®GENIUS英単語-設定

②基本單語でクールダウン

ポイント

✓ / ✓ の代わりに

またはシフト+文字入力 サーで、候補見出しの頭にある 数字を入力しても同じ操作ができます。

□3ヴーニアス英単語2500メニュー 【スタートダッシュで決める単語 865】 865 753 ■動詞 300  $\Rightarrow 0001 \sim 0050$ ⇒ 0051~0100 38 620  $\Rightarrow 0101 \sim 0150$ 85  $\Rightarrow 0151 \sim 0200$ 139  $\Rightarrow$  0201 $\sim$ 0250 ⇒ 0251~0300 河名詞 329  $\Rightarrow$  0301 $\sim$ 0350 9検索メニュー

③学習したい品詞・単語番号を選択し、採・\*\*\*を押します。

ポイント

✓ ✓ ✓ の代わりに

または シフト +文字入力 +ファ トロップ または シフト +文字入力 キーで、候補見出しの頭にある 数字を入力しても同じ操作ができます。

#### 英単語2500メニューの使い方②



学習モードについて このモードでは、抜粋された単語 (各50)の和訳や例文(単語検索の 本文画面)が表示されます。

①「①学習開始」を選択し、 (R・注意)を押します。最初の学習単語画面が表示されます。 ②このあと Jog-Shuttle の中央を押す と、画面右下に (見出し語移動) ▼ が 表示されます。

③ Jog-Shuttle を下に押すと次の単語 画面に移動します。(見出し語移動) ◆ のように右端の矢印が上下に表示 されている時は を上に押し て、前の単語画面に移動すること もできます。

また、シフト + (次見出し語 移動)、シフト + (前見出し 語移動)でも同じ操作ができます。 テストモードについて 学習モードに収録されている単語 が出題されます。

①テストしたい項目を、「単語テスト」「例文テスト」「単語再テスト」「例文再テスト」の中から選びます。

ここでは「単語テスト」を例に挙げて説明します。

「②単語テスト」を選択し、

Wr.xx を押します。

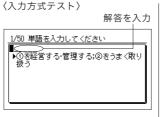


## 英単語メニューを使う

#### 英単語2500メニューの使い方③

②テスト項目を選択すると、「テストの方式を選択してください」のメッセージが表示されます。

/ でカーソルを移動させて「入力方式テスト」か「選択方式テスト」を選択します。ここでは「入力方式テスト」を選択します。

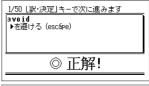


〈選択方式テスト〉

解答を選択肢の中から選択



③文字入力キーで解答を入力します。解答を入力した後 №・\*\* を押すと、正解の場合は「◎正解!」が、不正解の場合は「×正しくは…」のメッセージが表示されます。





④もう一度下決定を押すと、次の問題へと進みます。

#### □3ヴーニアス英単語2500メニュー 『スタートダッシュで決める単語 865』 テスト方式を選択してください ▼カカ元ダデス 選択方式テスト 「個不正解-単語再テスト」

#### 英単語2500メニューの使い方④

#### ポイント

R・決定 の代わりに Jog-Shuttle の中央を押しても同じ操作ができます。

#### ポイント

テストの途中でテストをやめるには、 クリア を押します。このとき まーは使用できません。

#### ポイント

ジーニアス英単語(単語検索・番号検索・英単語メニュー)では、できます。本文画面が表示されているときにシュトースを押すと見出ります。チェックされた単語は設定により、表示するかしないかすとにより、表示するかしないかすとにより、表示するかしないかすとにより、表示するかしないかすとにより、表示するかしないかすとにより、表示するかしないかすとにより、表示するかしないかすという。

(→「英単語設定について」P.39参照)

## 英単語設定について

#### ジーニアス英単語2500メニューのテストモードや表示状態などを設定することができます。①

ジーニアス英単語2500メニューの「⑧ GENIUS英単語一設定」を選択し、 いまして 設定画面を表示させます。

を使って、カーソルを上下に移動させ、設定したい項目に合わせます。

※各設定項目の操作方法は設定画 面下に表示されます。

各々の設定が終わったら、カーソル を一番下の「設定終了」に合わせ、

駅・決定 を押して終了します。

### 

#### ●表示内容

「和訳隠し」

単語の本文画面で和訳を表示させ ないようにします。

#### 「単語隠し」

単語の本文画面で英単語を表示させないようにします。





#### ジーニアス英単語2500メニューのテストモードや表示状態などを設定することができます。②

#### 「全て」

単語の本文画面で和訳、見出し語 ともに表示させます。

※これらの内容は単語検索、番号 検索、メニュー内の学習モードす べての本文表示画面に共通です。

□ resemble /0001/。
[rizēmē]
トニ似ている(= take after)
(語法)進行形不可
② resēmblance 似ていること
¶ Although he resembles his father in appearance, his character is similar to his mother's.
彼は見かけは父親似だが、気だては母親

#### ●チェック済

チェックを入れた単語を画面に表示させるか、させないかを選択します。

#### ●タイマー

英単語メニューのテストモードで、「選択方式テスト」を選択した場合、タイマー「あり」を選択設定すると、「選択方式テスト」で約10秒以内に解答しなければ不正解となります。

1/50 選択後[訳・決定]を押します (工画画)

→ 表拒絶する(= turn down)

Baccept

Oreject ②rifle
③fallen ④bes

タイマー

●チェック済み単語のチェック解除 単語に入れたチェックを全て外し ます。

#### ●テスト結果削除

英単語メニューのテスト結果を全 て削除します。

## 便利な機能

調べた語句の本文内だけではなく、例文・解説文に使われている語句、 更には参照語も表示することができます。

#### 通常ジャンプで他の辞典へジャンプします。①

II .

#### [例]

「wood」の 本 文 画 面 中 か ら 「material」の和訳を調べます。 (オックスフォード英英辞典→ジー ニアス英和辞典へジャンプします)

#### 英英成句

① (英英辞典)で「wood」の本文画面

を表示させます。

## wood /wod/

1 [U, C] the hard material that the TRUNK and branches of a tree are made of; this material when it is used to build or make things with, or as a fuel:

#### EXAMPLES:

-see also DEAD WOOD, HARDWOOD,

#### ② タャンタ を押します。

見出し語「wood」が反転します。

## mood /wod/ I •

1 [U, C] the hard material that the TRUNK and branches of a tree are made of; this material when it is used to build or make things with, or as a fuel:

FXAMPIFS

—see also DEAD WOOD, HARDWOOD,

#### 

反転文字カーソルを「material」に 合わせます。

「material」が反転します。

noun

#### wood /wad/

1 [U, C] the hard material that the TRUNK and branches of a tree are made of; this material when it is used to build or make things with, or as a fuel:

### EXAMPLE) —see also DEAD WOOD, HARDWOOD,

④ ( 図・\*\*\* を押します。ジャンプが実行され、見出し語一覧画面 (→「見出し語一覧表示」P.45参照) が表示されます。



#### ポイント

候補リストに表示される辞典アイコンは、以下の辞典を示します。

**DALD** : オックスフォード英英辞典

Genius : ジーニアス英和辞典

#### 通常ジャンプで他の辞典へジャンプします。②

⑤ / で「Genius ② material」を選択し、 R 決定

を押します。

「material」の和訳が表示されます。 ポイント

◇/◇ の代わりに

または シフト +文字入力 Jog-Shuttle キーで、候補見出しの頭にある数 字を入力しても同じ操作ができます。

[例]

「material」の本文画面中にある「題材」 の英訳を調べます。 (ジーニアス英和辞典→ジーニアス 和英辞典へジャンプします)

⑥ (「通常ジャンプで他の辞典へジャンプします。」上記の操作⑤からの続きとして説明します)

「material」の本文画面で を 押します。

見出し語「material」が反転します。

⑦ / / / で反転文字カーソルを「題材」に合わせます。

ポイント 2文字以上の語を選択する ジャンプしたい単語が2文字以上 である場合、 / / / で反転カーソルを選択したい語 句の先頭文字まで移動させます。 次に シフト を押して画面右上に に「 (シフト)を表示させ、

を押して反転文字の範囲を ひろげてください。解除するには、 再度 シフト を押してください。 ⑧「題材」が反転している状態でIR・決定を押します。

「題材」の英訳画面へジャンプします。 注意 候補が1つしかない場合は、

注意 候補が1つしかない場合は、 見出し語一覧画面は表示されず、 候補の本文画面へ直接ジャンプし ます。

## 便利な機能

#### 辞典指定ジャンプで他の辞典へジャンプします。

I .

どの辞典にジャンプさせるかがはっきりしている場合は、 はっきりしている場合は、 を押す代わりにジャンプ先の辞典キーを押すと、より効率的に検索することができます。

#### [例]

「wood」の本文画面中の「fuel」の 和訳を調べます。

(→「通常ジャンプで他の辞典へジャンプします。」(P.41参照)の操作 ①からの続きとして説明します)

mood /wod/

1 [U, C] the hard material that the TRUNK and branches of a tree are made of: this material when it is used to build or make things with, or as a fuel:

EXAMPLED

-see also DEAD WOOD, HARDWOOD,

①「wood」の本文画面が表示された状態でいる。 を押すと、見出しの「wood」が反転します。 //// でカーソルを移動させ、「fuel」に合わせます。

#### 英和成句

② (英和辞典)を押すと、直接「英和辞典」にジャンプし、「fuel」の本文画面が表示されます。

#### ポイント

ジャンプ先の辞典キーを押したと きにその辞典に該当する候補がな い場合、「一致する見出し語があり ません」と表示されます。

wood /wʊd/

noun

1 [U, C] the hard material that the TRUNK and branches of a tree are made of; this material when it is used to build or make things with, or as a TRUNK EXAMPLED

I.

-see also DEAD WOOD, HARDWOOD,

\*fu·el /fjúiel/ 『短(focus)』が原義)

- **2**(@ ~s/-z/) ⑩ (...の)燃料(for);核 燃料(nuclear ~);(エネルギー源の)食 物《◆種類を表すときは⑥》 順句》

何爾 .

**國ádd fúel to the fláme(s) [fíre]** 《略式》激情をあおり立てる,「火に油を注ぐ」.

#### 共通操作①

マルチジャンプ機能全てに共通した操作です。

2文字以上の語を選択する ジャンプしたい単語が2文字以上 である場合、 を押してから / / / で反転カ ーソルを選択したい語句の先頭文 字まで移動させます。

次に シフト を押して画面右上に「 §」(シフト)を表示させ、を押して反転文字の範囲をひろげてください。2文字以上の語の選択を解除するには、再度 シフト を押してください。

#### 注意

- ・記号や記号を含む文字列は選択 できません。
- ・英語と「漢字/かな」の同時選択 はできません。
- ・英英辞典成句検索モードまたは 英和辞典成句検索モードへは ジャンプできません。

ジャンプを解除する

再度 タャンフ を押すか、戻ゥ を押してください。

## 便利な機能

#### 共通操作②

#### 見出し語一覧表示

一致する見出し語が複数の辞典に ある場合、見出し語一覧画面が表 示されます。

該当する辞典の番号を選び、

を押すと、各辞典の 訳・決定 本文画面が表示されます。

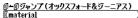
番号の選択方法は ヘン/ヘン で希望の番号にカーソルを合わせ、

駅· 決定 を押すか、文字入力キ ーで調べたい見出し語の頭にある 番号を入力します。

一致する見出し語が1語の場合 は、一覧は表示されません。 なお、候補リストに表示される辞 典アイコンは、以下の辞典を示し ます。

MAID: オックスフォード英英辞典 Genius : ジーニアス英和辞典

ジャンプしたあと、ジャンプ前の 画面に戻るには戻りを押します。



DALD 11 material Benus 2 \*material

#### 参照ジャンプを実行します。

本文画面上に「▲」が表示された 場合、その単語や語句の参照語に ジャンプすることができます。

#### [例]

英和辞典「material」の本文画面中 にある参照語「matter」にジャン プレます。

(→「通常ジャンプで他の辞典へジャンプします。」P.42の操作⑤からの続きとして説明します)

③「material」の本文画面でジャンプを押します。

見出し語「material」が反転します。



「▲」が反転します。



⑤「▲」が反転している状態で
®・※定
を押します。

参照語「matter」の本文画面へジャンプします。

## 便利な機能

#### 英英辞典から成句、句動詞を表示します。

英英辞典の本文画面右上に「 I 」 か「 P 」が表示されている場合は、その見出し語を使った成句や句動詞を表示することができます。

#### [例]

「pass」の本文画面から成句(ここでは「not pass your lips」)を調べます。

① 英英辞典で「pass」の本文画面を表示させます。見出し語の右上に「P」(ここでは「I」も同時に表示されています)が表示されていることを確認します。

pass /pais; AmE pass/
verb, noun

■ verb

NOVE≫

1 to move past or to the other side of st/sth:

EXAMPLE

2 [V + adv./prep.] to so or move in

the direction mentioned

② 関連を押します。

「IDIOMS」(成句)が表示されす。

#### 注意

本文画面右上に「【」」と「P」両方が表示されている場合、 関連を押 すとまず「IDIOMS」(成句)が表示 されます。「PHRASALVERBS」(句動詞) を表示するには、もう1度 関連を 押してください。 ポイント

◇/◇ の代わりに

またはまたは シフト +

文字入力キーで、候補見出しの頭 にある数字を入力しても同じ操作 ができます。

#### pass 10018

- O come to 'pass
- ② not pass your 'lips
  ③ pass the 'hat round/around
- Pass 'muster
   Pass the time of 'day (with sb)
- © pass the time of © pass 'mater
- ⑦ come to such a 'pass | come to a ▷

pass /pais; AmE pæs/ IP:

1 if words do **not pass your lips**, you say nothing

2 if food or drink does not pass your lips, you eat or drink nothing DE pass the 'hat round/around

(informal) to collect money from a number of people, for example to buy

#### 英和辞典、和英辞典から成句、複合語を表示します。

英和辞典、和英辞典の本文右上に「同」や「檀」が表示されている場合は、その見出し語を使った成句および複合語を表示することができます。

#### [例]

「bread」の本文画面から複合語を表示させ、「bread knife」の意味を調べます。

① 英和辞典で「bread」の本文画面を表示させます。見出し語の右上に「榎」が表示されていることを確認します。



② 図3 を押します。「成句リスト」が表示されます。「複合語」を調べる場合はもう1度 図3 を押すと「複合語リスト」が表示されます。

#### 注意

本文画面右上に「何」と「複」両方が表示されている場合、 図3 を押すとまず「成句リスト」が表示されます。「複合語リスト」を表示するには、もう1度 図3 を押してください。

複合語の本文画面が表示されます。

りに Jog-Shuttle またはシフト+文字 入力キーで、候補見出しの頭に

入力キーで、候補見出しの頭に ある数字を入力しても同じ操作 ができます。

#### 注意

ポイント

ここでは英和辞典を例にしていますが、和英辞典でも操作方法は同じです。

## #bread / bréd/ 回側 \* 回側 \* 「回答 knife / パン切りのナイフ. 図 roll (正に英)ロールバン(roll). 図 \* sauce / ブレッドソース《バン粉入りの白いソース》、

## 例文・解説の表示について

#### 本文画面上では例文または解説文の、表示/非表示ができます。

使用可能な辞典機能

英英成句 ●英英辞典·英英成句 英英辞典

革和成句

英和辞典·英和成句 英和辞典

● 和英辞典 (和英辞典

#### [例]

「water」の例文と解説文を表示/ 非表示します。

①ジーニアス英和辞典で「water」 の本文画面を表示させます。 本文画面に例文をたは解説がある ことを確認します。

**\*wa·ter** /wóːtə(r),(\*\*+)wá-/ [[波|が原義] **本間→**成句**→剛→@→**直→成 句→圓→分離複合語 - 1 (回 水 《◆温度に関係なく用いる; したがって日本語の「湯」も含む; 浄化・魂などの象徴; 'origin of life' ともいわれる》 《外来形容詞aquatic》

訳・決定 を押します。

(例文) または 解説 が反転し、例 文・解説が表示されます。

例文・解説文を参照するには下方 向へ画面をスクロールします。

何爾 : **\*wa·ter** /wóặta(r).〖米+测wá-/ 御女》

 $\P$  turn on the  $\sim$ 

(蛇口をひわって)水を出す ¶ May I have some ~, please?

(レストランで)水をいただけますか《◆ 通例~Give me ~,please. は不可; た だしGive me 4, nót téa. などのように 「teaではなくwaterを」と強調する場合は ③再度 訳・決定 を押します。 例文、解説文が非表示状態に戻り ます。

**\*wa·ter** /wɔ̃ːtə(r),(米+)wá-/ 何爾 : 例(す))

- 2 [the ~] (陸・空に対しての)水,水中,水 のある所
- 3 □ [or (the) ~s;複数扱い] (海·湖·川 などの)多量の水,満々たる水,積水,流水;(文)海,湖,川;洪水

#### ポイント

例文 または 解説がない場合は、 「表示する例文がありません」と表 示され、2秒後に元の画面に戻り ます。

## スペルチェック機能

英単語のつづりがはっきりとわからないときは、あいまいなつづりのまま、候補を絞り込むことができます。

#### [例]

ここではジーニアス英和辞典から 「fizical」と入力して「physical」を 検索してみます。

①英和辞典の入力画面で、あいまいなつづりの英単語(ここでは 「fizical」)を入力します。

② ~ を押します。

「スペルチェック中」のメッセージ が表示され、入力した文字を自動 的にスペルチェックします。

③スペルチェックが終了すると、 該当する英単語が「該当」欄に、候 補が「候補」欄に表示されます。



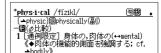
#### 注意

該当する英単語がない場合は、「該 当」欄には「見つかりませんでした」 のメッセージが表示され、入力 に類似した単語が「候補」欄に表 示されます。

④ / でカーソルを移動させ、調べたい英単語(ここでは「Genius ②\*physical」)を選択します。



⑤ ( x · \*\* \*\* \*\* を押します。 ジーニアス英和辞典中の 「physical」の本文画面が表示されます。



2 [限定] 物理学の;物理的な;自然科学の;自然法則の

#### ポイント

スペルチェック画面から前の画面に戻るには、(g)を押します。

#### 注意

スペルチェック結果表示画面について「該当」「候補」ともに単語が見つからなかった場合は、「語句が見つかりませんでした」のメッセージが表示され、2秒後に元の画面に戻ります。

## ワイルドカード検索

うろ覚えのつづりや語句を、該当する部分に「\*」(アスタリスク)または「?」(クエスチョン)を入力することで、候補の絞込みができます。

ポイント 「\*」と「?」について 不明な文字の代わりに入力する 「\*」・「?」をワイルドカードとい います。

「\*」は、任意の文字列を意味します。このとき、文字数に制限はありません。

例えば「liq\*」と入力した場合、『先 頭3文字が「liq」で始まり、4文字 目以降がわからない単語』となり ます。

「?」は、任意の文字を意味します。 このとき、「?」1つで1文字となります。

例えば「liq???」と入力した場合、 『先頭3文字が「liq」で始まる6文 字の単語』となります。

#### [例]

「菊(Chrysanthemum)」のつづりを「\*」を使って調べます。

ここでは、『最初は「chr」で始まり、最後は「m」で終わる単語で、その間のつづりがわからない』という前提で説明します。

ジーニアス英和辞典で「chr\*(>7)+B) m」と入力します。先頭3文字が「<math>chr」で始まり、「m」で終わる単語の候補が表示されます。

#### ポイント

検索対象となる単語は「chr」で始まり、最後が「m」であれば、その間はどんな文字で何文字でもかまわないということになります。



調べたい語句「Chrysanthemum」を選択して、

駅·決定 を押します。

#### [例]

「醸造する(brew)」の2文字目が「r」 か「l」かわかりません。

「?( シフト + v )」を使って調べます。

ジーニアス英和辞典で「b?ew」と 入力します。

先頭が「b」で始まり、2文字目が わからない「ew」で終わる4文字の 単語が表示されます。

調べたい語句「brew」を選択して、

駅·決定 を押します。



## 履歴表示機能

#### 今までに検索した英単語や語句を履歴として一覧表示させ、見出し語を引き直すことができます。①

#### [例]

以前に英和辞典で調べた「case」 を引き直します。

① 英和辞典 を押して英和辞典の検索画面を表示させます。

#### ② 歴 を押します。

今までに調べた英単語が履歴表示されます。

#### 注意

これまで一度も使ってない 辞典の場合は、「履歴は残ってい ません」と表示されます。

#### ポイント

語句は、最新のものから30語まで記憶されています。履歴が30語 以上になった場合、古い語句から順に消去されていきます。





#### 今までに検索した英単語や語句を履歴として一覧表示させ、見出し語を引き直すことができます。②

③ / で反転カーソル を移動させ、調べたい英単語を選択します。(ここでは「「⑦ case'」を選択します)

④ (ま) 決定 を押します。本文画面が表示されます。

ポイント
/ の代わりに

または シフト + 文字入力
+ 一で、候補見出しの頭にある
数字を入力しても同じ操作ができます。

#### 注意

各辞典の検索画面で文字を入力 してある状態から履歴表示を行 ない、戻りで検索画面に戻ると、 入力していた文字は消去されま す。



#### 覚えたい語句を単語帳に登録します。

#### [例]

英単語「willing」を単語帳に登録 します。

①英和辞典で「willing」の本文画 面を表示させます。

#### 登録/削除

を続けて押すと、 画面に「登録する単語帳を選択し てください」というメッセージが 表示されます。

③ < \_ > / ~ でカーソルを移動 させ、登録したい単語帳(ここで は「単語帳No.1」) に合わせます。

#### ポイント

を使用しても同じ操作 Jog-Shuttle ができます。

を押すと見出し語が 単語帳に登録され、「『単語帳 No.1』登録されました」というメ ッセージが表示されます。

ポイント 登録を中止する 登録する単語帳の選択画面で 戻り を押してください。

ポイント 登録できる単語数 総数1000語まで登録することが できます。単語帳ごとの登録制限 はありません。

## \*will-ing /wilin/

| Willing / Wi





#### 注意

同じNo.の単語帳にすでに同じ語句が登録されている場合は、「既に登録されています」のメッセージが表示されます。違うNo.の単語帳に同じ語句を重複して登録することはできます。

ここでは英和辞典を例にして方法は 同じです。なお、「G英単語」画においては、学習モードの子を表す。ならいではなができます。たん。おいてはないでは登登録ができまま隠し、「とのというではいるない。というではいるというでは、できません。と文表、したのとなって、全文表、反転表を登させた。といるは、「はい」を押してください。 登録した単語にチェックを入れる 登録した単語のリスト画面、また は本文画面表示中に シフト を続けて押すと、単語の先頭にチェックを入れることができます。もう一度 シフト を押すと チェックをはずすことができます。

ポイント

単語帳に登録された単語の本文 画面表示中にシフト + / / / / を続けて押すと、前見出し、次見出 しの本文に移動することができます。 ただし、あらかじめ単語が登録され ている場合に限ります。

ポイント 辞書のアイコン 単語帳のリストに表示される、 辞典の種別を表すアイコンは 次のとおりです。

芝 :英和辞典

和 :和英辞典

X :英英辞典

類 :類語辞典

## 単語帳機能

#### 単語帳の設定をします。

ポイント

各辞典の検索画面表示中に

| R・\*\*\* を押すと検索メニューが表示されます。 / で
カーソルを上下に移動させて「⑧ 単語帳」を選択し | | R・\*\*\* を押しても単語帳の画面が表示されます。

ポイント / の代わりに Jog-Shuttle を使用しても同じ 操作ができます。 ポイント

◇ /◇ の代わりに

を使用しても同じ操作が Jog-Shuttle できます。





単語帳を表示します

## 設定項目の詳細

#### 設定項目の詳しい内容については、以下を参考にしてください。

●表示順:登録した単語の表示順 ●チェック済み: を設定します。

・登録順:単語帳に登録した順 に単語を登録します。

・アルファベット順:英単語なら アルファベット順、 日本語なら五十音順に 登録した単語を表示し ます。

●辞典別:登録した単語を辞典別 に表示します。

・は い:辞典別に分けて単語を 表示します。

・いいえ:辞典に関係なく登録 した順に単語を表示

します。

チェックを入れた 単語の表示を設定 します。

表示する:チェック済み単語 を表示します。

表示しない:チェック済み単語 を表示しません。

●表示方法: 登録した単語の表示 方法を設定します。

・ 全ての内容を表示:

見出し語とその内容 を表示します。

・見出し語を隠した表示から: 見出し語は表示されず、 内容のみ表示されます。

内容を隠した表示から:

見出し語のみ表示され。 内容は表示されません。

#### 注意

同じつづりの単語を複数登録した 場合、アルファベット順表示の設 定ではこれらの単語は登録順に表 示されます。

## 表示方法の設定を活用 表示方法の設定を変更することで、単語からその内容を テストしたり、内容から単語を学習することができます。

#### 単語の内容を非表示にします。

1 571

単語帳 類語辞典

を続けて押し

て、単語帳の初期画面を表示させます。 // でカーソルを移動させ、設定したい単語帳(ここでは「単語帳No.l」)に合わせ (源: ※源 を押します。

ポイント

◇ /◇ の代わりに

を使用しても同じ操作が できます。

東語催

表示順 踏り間 アルファベット順辞典別 原本 いいえ

チェック済 表示する 表示しない 表示方法 [見出し語を隠した表示から]

単語帳を表示します

次に / で「内容を隠した表示から」を選択します。設定を終了するには / でカーソルを「開始」に合わせ ※・※\* を押します。

ポイント

◯ / ◯ の代わりに

Sog-Shuttle を使用しても同じ操作ができます。

東語解

表示順 **踏り順** アルファベット順辞典別 **ほい** いいえ

チェック済 表示する 表示しない

▶表示方法 [内容を隠した表示から] 開始 ([←]・[→]で変更)

表示方法を設定します

③ / でカーソルを移動させ、テストしたい単語(ここでは「③willing」)に合わせま・\*ま を押します。

ポイント

◇ /◇ の代わりに

を使用しても同じ操作が できます。

④「意味を考えてください」の メッセージが表示されます。

□ \*will·ing /wíliŋ/

意味を考えてください

#### 単語を非表示にし、内容だけを表示します。

ポイント

✓ / ✓ の代わりに

Jog-Shuttle を使用しても同じ操作ができます。

#### 東豐峰

表示順 講覧側 アルファペット順辞典別 関い いいえ チェック済 表示する 展示しない 表示方法 [見出し語を隠した表示から] ト開始

単語帳を表示します

② / で「表示方法」を 選択します。次に / で 「見出し語を隠した表示から」 を選択します。設定を終了するには / でカーソルを 「開始」に合わせ R・\*\*\* を 押します。

ポイント

✓ /∕ の代わりに

blog-Shuttle を使用しても同じ操作ができます。

#### 東語催

表示順 **総総期** アルファベット順辞典別 **ほい** いいえ チェック済 表示する **表示しない** 

▶表示方法 [見出し語を隠した表示から] 開始 ([←]·[→]で変更)

表示方法を設定します

③ / でカーソルを移動させ、テストしたい単語(ここでは「③willing」)に合わせ豚・豚を押します。

ポイント

✓ /✓ の代わりに

Sog-Shuttle を使用しても同じ操作ができます。

④画面見出し語表示部分に「?」 が表示されます。

> **?\_\_\_\_?** 望んで(will)いる(ing)]烱willingly(副

- **園**(more型:斯:---型)
1 [S is ~ (for 0) to do] (相手の意を汲んで) 〈か〉快 〈・・する、・・するの表い〉とわない ��(f) to doの意味上の主語がS と異なる時は is wore for 0 to doとなる。(2) to doの内容が立脈がも明らかな時は | 「いるいっぱい はっぱい まいまり | 「いるいっぱい はいるい。」 「いるいっぱい | 「いまままり | 「いるいっぱい | 「いるいっぱい | 「いるいっぱい | 「いるいっぱい | 「いまいっぱい | 「いるいっぱい | 「いんいっぱい | 「いるいっぱい | 「いんいっぱい | 「い

## 単語帳のデータの削除

#### 1単語ずつ削除する。

①単語帳を選択し、登録されている単語のリストを表示させます。
/ でカーソルを移動させ、単語帳から削除したい単語を選択し、 R: \*\*\*\* を押して本文画面を表示させます。

ポイント

の代わりに

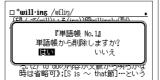
を使用しても同じ操作が
できます。

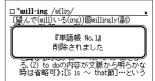
□ "will ing /willo/ 「望んで(will)いる(ing)」願willingly(副) - 聰(wore型;時に-er型) I [S is ~ (fro 10 to do) (相手の音を汲 んで)くかが快くいする。いずるのをいと わない(◆(1) to doの意味上の主語がS と異なる特はS is ~ fro 1 to doとな る(2) to doの内容が文脈から明らかな 時は省略可》;[S is ~ that 師)…という ② シフト を続けて押すと、 画面に「『単語帳No.1』単語帳か

画面に「『単語帳No.1』単語帳から削除しますか?」のメッセージが表示されます。

#### 注意

単語帳の表示方法が「全ての内容を表示」に設定されていない場合、 本文内容または単語が非表示の画 面では削除できません。 ③ / で「はい」を選択し、 「『単語帳No.1』削除されました」のメッセージが表示されます。削 除後は次の登録単語の本文画面または単語帳の先頭画面が表示されます。





#### 単語帳別にまとめて削除する。

ポイント 削除を中止する

◯ / ◯ で「いいえ」を選択し、

IR·決定 を押します。

単語帳データを単語帳別にまとめ て削除する場合は、シフト 拡大 続けて押し、設定メニュー画面を 表示させます。

その後 ~ / ~ で「単語帳 削除」項目を選択し、削除を行ない ます。(→「単語帳削除」 P.15参照)

ポイント

✓ / ✓ の代わりに

を使用しても同じ操作が Joa-Shuttle できます。

## 著作権など

#### 辞典のデータについて

#### 本機に収録した辞典の内容

- 『OXFORD Advanced Learner's DICTIONARY 6th edition』 (OXFORD UNIVERSITY PRESS)
- ・ 『ジーニアス英和辞典《第3版》』(大修館書店)
- ・『ジーニアス和英辞典』(大修館書店)
- ・『ジーニアス英単語2500改訂版』(大修館書店)
- · 『類語辞典』(大修館書店監修)

#### 各著作物と著作権者など

『OXFORD Advanced Learner's DICTIONARY』

編者/Sally Wehmeier 著者/A.S.Hornby

※書籍版(OXFORD UNIVERSITY PRESS刊)のほぼ全内容を収録していますが、電子化の仕様上、書籍版にある図版・表・付録等、データの収録されていない部分があります。

『ジーニアス英和辞典《第3版》/ジーニアス和英辞典』

#### 編集主幹/小西友七・南出康世

本機に収録されている辞典内容は、『ジーニアス英和辞典《第3版》』および『ジーニアス和英辞典』を、大修館書店のご協力を得て電子化したものです。

『ジーニアス英和辞典《第3版》』および『ジーニアス和英辞典』は小西友七氏・南出康世氏と大修館書店の著作物であり、著作権法によって保護されているため、無断で複写・転載することはできません。 ※図版・一部の表などを除き、書籍版(大修館書店刊)のほぼ全内容を収録していますが、電子化の仕様上、大修館の監修に基づき書籍版の内容を改変した部分があります。 『ジーニアス英単語2500改訂版』 編者/ジーニアス2500編集委員会

『類語辞典』

『類語辞典』は大修館書店監修に基づきキヤノンが製作したデータであり、書籍としては存在しません。

備考 ● 電子化の仕様上、書籍とは内容の一部が異なる場合があります。

● 画数の多い漢字は液晶表示の都合上、一部簡略化しており、正確に表示できないものがあります。

#### 各辞典の記述内容に関するお問い合わせは

- ・ジーニアス英和辞典
- ・ジーニアス和英辞典
- ・ジーニアス英単語2500改訂版
- ・類語辞典 株式会社 大修館書店 Tel: (03) 3294-2355
- ・OXFORD Advanced Learner's DICTIONARY 6th edition オックスフォード大学出版局株式会社

TEL: (03)3459-6481

お問い合わせ番号は都合により予告なく変更する場合がございますので、ご了承ください。

## こんなときは

#### キーを押しても動作しないときは

本機使用中に、強度の外来ノイズや強いショックを受けた場合など、 ごくまれに全てのキーが機能しなくなる等の、異常が発生することが あります。このような異常が発生した場合は、リセットスイッチを押 してください。初期状態に戻ります。

①本体裏面のリセットスイッチを押します。

リセットスイッチを押すと下のようなメッセージが表示されます。

注意 先のとがったものでリセットスイッチを押します。

ただし、芯の出たシャープペンシルなど先の折れやすいもの、針のように先の鋭利なものは使用しないでください。スイッチが押されたままになったり、損傷する可能性があります。



> システムを初期化しますか? (単語帳・履歴データ、 ジーニアス英単語の学習・ テスト結果は削除されます) 「現象」 いいぇ

#### 注意

画面に何も表示されない、画面が 真黒で何も見えないなどの場合は、 本体右側にある濃度調整ダイヤル で画面の濃度を調整してみてくだ さい。(→「はじめてご使用になる 前に」P.2参照)

#### 注意

「はい」を選択すると、単語帳に登録されたデータおよび履歴データはすべて消去され、全設定が初期 化されます。

「いいえ」を選択した場合は、データは失われずそのまま保存されます。

#### 電池交換時のご注意

ただし、次のような場合は必ず「はい」 を選択してリセットしてください。

- 本機をはじめてご使用になるとき
- ●長時間電池を入れず放置した後

で、再びご使用になるとき※強度の外来ノイズや強いショックを受けたことにより、異常が発生した場合は、「いいえ」を選択しても「メモリーデータに異常が発見されましたシステムを初期化しています」というメッセージが表示されます。このときは、記憶内容は全て消去され、設定も初期化されます。

本体の電池が消耗してきた場合、電源ON時に「電池を交換してください」と表示されますので、すみやかに電池を交換してください。また、電池が著しく消耗したときには「電池残量不足の為処理出来ません 電源をOFFします。決定キーを押してください」が表示され、 を押すと、電源が切れます。この場合も、ただちに電池交換してください。本機の電池は、単4形アルカリ乾電池(LRO3)を2本使用しています。交換するときも、これと同じものをご使用ください。

#### 電池交換時のご注意

電池交換時には次のことがらを守らないと、データが消去されます。充分 ご注意ください。

- △電池の交換は、必ず電源を切ってから行なってください。
- ▲電池交換時、約1分間は単語帳および履歴の内容は保持されています。その間にすみやかに電池を交換してください。
- △ 電池は2個とも新しいものに交換してください。
- ▲ 電池の極性(+、-の方向)を間違えないようにしてください。

## こんなときは

#### 電池交換のしかた

①電源を切り、本体を裏にして電 池ぶた上の左右の矢印の上に指を のせます。それから電池ぶたを押 しながらはずします。

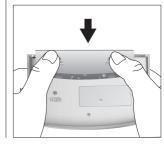
②極性(+、一の方向)を間違えないように注意しながら、乾電池を 2個とも交換します。 ③電池ぶたをもとの位置に戻しま す。

#### ポイント

画面に「システムを初期化しますか?(単語帳・履歴データは削除されます)」というメッセージが表示された場合は、「いいえ」を選択し (R・\*\*\* を押してください。







# 1ート 写 ノカた文は

# ローマ字/かな対応表

ローマ字変換入力の方法がわからないときは、この表で確認してください。表記1、表記2、表記3、いずれでも入力することができます。

ひらがな	表記1	表記2	表記3
あいうえお	A L UE O		
かきくけこ	K A K I K U K E K O	QU CO	
さしすせそ	S A S I S U S E S O	SHI	
たちつてと	T A T I T U T E T O	C H I T S U	C I T H U
なにぬねの	N A N I N U N E N O		

ひらがな	表記1	表記2	表記3
は ひふ へ ほ	H A H I H U H E H O	FU	
まみむめも	MA MI MU ME MO		
や ゆ よ	Y A Y U Y O		
らりるれる	R A R I R U R E R O	L A L I L U L E L O	
わ を ん	WA WO N*		
	はひふへほ まみむめも やゆよ らりるれろ わを	は HA HIUE HO	は HA HI HUE HO FU HO BE MA MI MU ME MO WO WA WO

#### ● 濁音

ひらがな	表記1	表記2	表記3
がぎぐげご	GA GU GE GO		
ざじずぜぞ	Z A Z I Z U Z E Z O	J۱	
だぢづでど	DA DI DU DE DO		
ばびぶべぼ	B A B I B U B E B O		

#### ●坐濁音

●干闽日			
ひらがな	表記1	表記2	表記3
ぱぴぷぺぽ	P A P I P U P E P O		

#### ● 拗音

● 拗音			
ひらがな	表記1	表記2	表記3
きゅきょ	K Y A K Y U K Y O		
しゃ しゅ しぇ	S Y A S Y U S Y E S Y O	S H A S H U S H E S H O	
ちゃ ちぃ	TYA	СНА	СҮА
ちちちちち	C Y I T Y U T Y E T Y O	C H U C H E C H O	C Y U C Y E C Y O
にや にい に に に た よ	N Y A N Y I N Y U N Y E N Y O		
ひゃ ひゅ ひぇ ひょ	H Y A H Y U H Y E H Y O		
ふぁ ふぃ ふぇ ふぉ	F A F I F E F O		
ぴゃ ぴゅ ぴょ	P Y A P Y U P Y O		
みゃ	MY A		

## ● 拗音

型 拗 曰			
ひらがな	表記1	表記2	表記3
みゅ みょ	MY U MY O		
りゃ りゅ りょ	R Y A R Y U R Y O	L Y A L Y U L Y O	
ぎゃ ぎゅ ぎょ	G Y A G Y U G Y O		
じゃ じじ じょ	Z Y A Z Y U Z Y E Z Y O	J A J U J E J O	
ぢぢぢぢぢ	D Y A D Y U D Y E D Y O		
でい てい	DYI TYI		
びゃ びゅ びぇ びょ	B Y A B Y U B Y E B Y O		
くゎ ぐゎ	K WA G WA		

#### ● 拗音

ひらがな	表記1	表記2	表記3
くくくお	QA QI QE QO		

# ●小文字

ひらがな	表記1	表記2	表記3
あ	ХА		
L١	ΧI		
う え	ΧU		
え	ΧE		
お	ΧО		
		**	
2	XTU	XTSU	XTHU
つや	XYA		
ゆ	XYU		
ょ	XYO		
わ	X WA		

- \* 「ん」の次に「あ行」の文字、または 「な行」「や行」の文字がくるときは、 「ん」は「NN」と入力します。
- 【例】「はんい」… HANNI 「そんな」… SONNNA それ以外は「ん」は「N」と入力してかまいま せん。
  - \*\* 促音(小文字の「っ」)は、次にくる文字 の子音を続けて入力することによっても 入力することができます。
- 【例】「さっき」…SAKKI

# 凡例集

搭載されている辞書ごとに表記上の取り決めや略語、 記号の意味をまとめてあります。これらを理解することで、 より快適に記載内容を読み進めることができます。

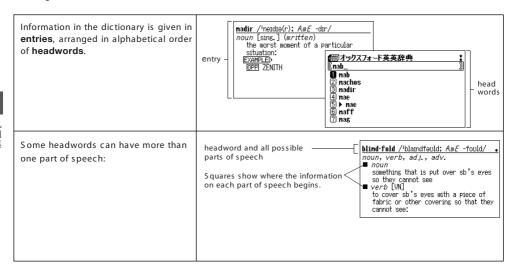
# もくじ

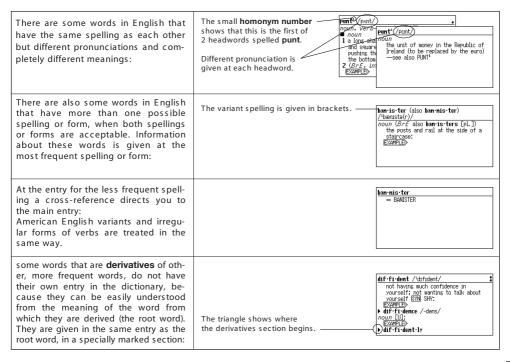
OXFORD Advanced Learner's DICTIONARY 6th edition	71
ジーニアス英和	$\circ$
ジーニアス和英	11

# OXFORD Advanced Learner's DICTIONARY 6th edition

## Key to dictionary entries

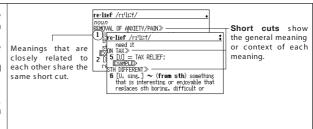
Finding the word





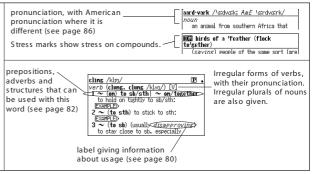
# Finding the meaning

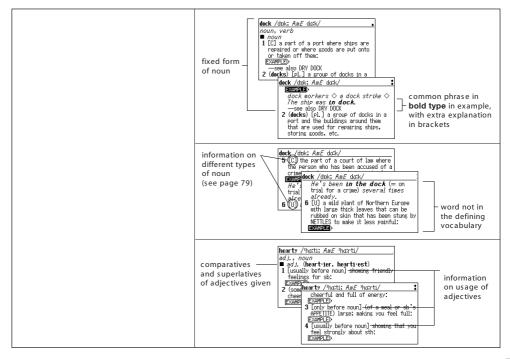
Some words have a lot of possible meanings and the entries for them can be very long. It is not usually necessary to read the whole entry from the beginning, if you already know something about the context or general meaning you are looking for: By looking down the left-hand side of the entry and just reading the short cuts, you can quickly find the meaning you want.

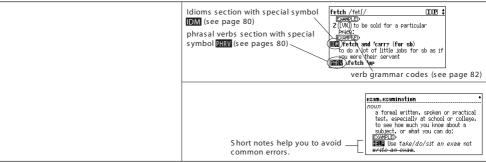


#### Using the word

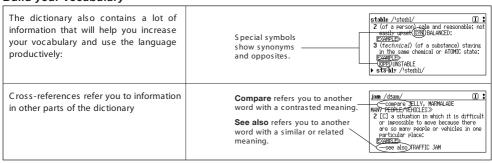
The entries in this dictionary contain a lot more than just the meanings of words. They show you how to use the word in your own speaking and writing.







#### Build your vocabulary



## **Understanding definitions**

All the definitions in the dictionary are written using a vocabulary of 3000 common words. This makes them clear and easy to understand.

Reading through the following points before you start to use the dictionary will make understanding the definitions even simpler.

#### Important

The following are used a very large number of times:

**sb** = somebody/someone

**sth** = something

etc. = 'and other things of the same sort'

For example, if you say that something is 'used in books, newspapers, etc.', you mean that you are also including magazines and journals.

**particular** is used to emphasize that you are referring to one individual person, thing or type of thing and not others.

**especially** is used to give the most common or typical example of something. For example, the meaning of the verb **to train** is shown as 'to prepare yourself for a *particular* activity, *especially* a sport'.

#### Describing objects and substances

The definition might refer to the **shape** and or **size** of an object. Make sure that you know what the following words mean: *round*, *square*, *circular*, *hollow*, *solid*, *broad*, *narrow*.

Other **features** of the object might be mentioned:

appearance: simple, plain, complicated, decorative, rough, smooth, pointed

colour: dark, light, pale, bright, coloured, colourless

According to its **function**, the object might be a container, device, instrument, machine, mechanism or tool.

It might be **made of** fabric or cloth (including cotton, wool, fur, silk), metal (including iron, steel, gold, silver) or glass.

**Material** is a general word that means anything that something is made of. For example a **cushion** is 'a fabric bag filled with soft *material*', and **adobe** is 'mud that is ... used as a building *material*'.

**Matter** [U] is any substance that physically exists, used especially when defining more technical words. For example, a technical meaning of **suspension** is 'a liquid with very small pieces of solid matter floating in it'.

A **substance** may be *liquid* or *solid* or it may be a *gas*.

REMEMBER a **vehicle** could be a *car, lorry/truck/van* or *train*. An **aircraft** could be a *plane* or a helicopter.

#### Describing food

**Food** and **drink** are described as *bitter, sweet, salty, sour,* or *spicy*. An amount of a food prepared in a particular way and served at a meal is called a **dish.** 

## Describing people

**People** (or human beings) are male or female, adults or children. They, their **behaviour** or their **attitude** could be friendly, bad-tempered, aggressive, honest, dishonest, sincere, calm, anxious, nervous, pleasant, unpleasant, intelligent, stupid, polite or rude.

The way or manner in which somebody does something may be important.

People do things *deliberately* or *on purpose* (= they mean to do it) or *accidentally* or *by mistake* (= they do not mean to do it).

Somebody may have or show a quality or feeling such as respect, interest, pleasure, skill, emotion, excitement, enthusiasm, sympathy, courage or determination. Or they may show a lack of one of these qualities or a desire to do something.

#### Describing organizations

An **organization** may be a *business*, a *company*, an *institution*, a *club* or *a group of people* who work together for a particular aim. The people who lead an *organization*, a *government* or *society* can be called people *in authority*.

#### Describing actions

An **event** may be a *ceremony*, a *festival* or a *celebration*. It could be *public*, *private*, *official* or *social*.

An **occasion** is a time when something happens. For example, a **referendum** is 'an *occasion* when all the people of a country can vote on an important issue'.

Something that somebody does, or something that happens may be described as an act, an action, an activity or a process (= a series of connected actions). When a noun is very closely linked to a verb, it may be defined in terms of the verb as the act/action/activity/process of ... For example, one of the meanings of achievement is 'the act or process of achieving sth'.

Your **experience** [U] is the things you have done and the knowledge you have gained; an **experience** [C] is something that has happened to you. For example, **cosmopolitan** means 'having or showing wide *experience* of people and things'.

Conversion is 'the process or experience of changing your religion'.

Things happen repeatedly (= several times, one after the other), continuously (= without stopping), occasionally or rarely (= not very often).

#### Describing situations

A **matter** [C] is a subject or situation that you must consider or deal with. For example, a **case** is 'a matter that is being officially investigated ...'

**State** and **condition** are both used to describe how something or somebody looks or is physically or mentally. A medical **condition** is a particular health problem that somebody has.

A situation that exists or a *habit* or *practice* that somebody has can be described as *the fact of* ... or *the practice of* ... For example, **gender** is 'the fact of being male or female'.

#### Describing ideas

A strong opinion can be called a *belief*. A *set of beliefs* can be a *theory* about a particular subject. Some actions are the *expression of* particular ideas. A set of beliefs and practices can make a whole *system*, especially a *political* or *economic* system such as **capitalism**.

# Abbreviations and grammar labels used in the dictionary

abbr.	abbreviation	conj.	conjunction	pl.	plural	ScotE	Scottish English
adj.	adjective	det.	determiner	рр	past participle	sing.	singular
adv.	adverb	etc.	et cetera (=and so on)	prep.	preposition	sth	something
AmE	American English	IrishE	Irish English	pron.	pronoun	Symb	symbol
AustaralE	Australian English	n.	noun	pt	past tense	U	uncountable noun
BrE	British English	NorthE	Northern English	sb	somebody	v.	verb
С	countable noun	NZE	New Zealand English				

# Symbols used in the dictionary

~	replaces the headword of an entry	<b>&gt;</b>	derivative(s) section of an entry	IDM	idiom(s) section of an entry
	shows new part of speech in an entry	$\triangle$	taboo (see <b>Labels</b> below)	PHR V	phrasal verb(s) section of an entry

# Labels used in the dictionary

The following labels are used with words that express a particular attitude or are appropriate in a particular situation.

approving	expressions show that you feel approval or admiration, for example dispassionate, feisty, petite.
disapproving	expressions show that you feel disapproval or contempt, for example blinkered, faceless, jumped-up.
figurative	language is language that is used in a non-literal or metaphorical way, as in He didn't want to cast a shadow on (= spoil) their happiness.
formal	expressions are usually only used in serious or official language and would not be appropriate in normal everyday conversation.  Examples are admonish, juncture, withhold.
humorous	expressions are intended to be funny, for example impecunious, warpaint and not a dry eye in the house.
informal	expressions are used between friends or in a relaxed or unofficial situation.  They are not appropriate for formal situations. Examples are dodgy, party-pooper, zap.
ironic	language uses words to mean the opposite or something very different from the meaning they seem to have, as in <i>You're a great help, I must say!</i> (= no help at all)
literary	language is used mainly in literature and imaginative writing, for example aflame, halcyon, serpentine.
offensive	expressions are used by some people to address or refer to people in a way that is very insulting, especially in connection with their race, religion, sex or disabilities, for example <i>mulatto</i> , <i>slut</i> , <i>cretin</i> . They should be avoided.

rare	words exist in English but are not commonly used. Sometimes there is a more frequent form of the word that is usually used instead. For example <i>illumine</i> means the same as <i>lluminate</i> , but is much less frequent.	
slang	is very informal language, mainly used in speaking and sometimes restricted to a particular group of people, for example people of the same age or those who have similar interests or do the same job. Examples are dosh and dweeb.	
spoken	expressions are used mainly in informal conversations, for example Give me a break! or Don't ask!	
technical	language is used by people who specialize in a particular subject area.	
written	expressions are used mainly in written language, for example groundswell, hotfoot, vis-à-vis.	
<u> </u>	Taboo words are likely to be thought by many people to be obscene or shocking and you should avoid using them. Examples are <i>bloody and shit.</i>	

The following labels show other restrictions on the use of words.

AmE	describes expressions, spellings and pronunciations used in American English and not in British English, for example <i>bleachers</i> , <i>blindside</i> , <i>blooper</i> .
BrE	describes expressions used in British English and not in American English, for example jumble sale, agony aunt, chinwag.
dialect	describes expressions that are mainly used in particular regions of the British Isles, not including Scotland or Ireland, for example <i>beck, nowt.</i>
old-fashioned	expressions are passing out of current use, for example balderdash, beanfeast, blithering.
old use	describes expressions that are no longer in current use, for example ere, hearken, perchance.
saying	describes a well-known fixed or traditional phrase, such as a proverb, that is used to make a comment, give advice, etc., for example actions speak louder than words and it's all Greek to me.
тм	shows registered trademarks that belong to manufacturing companies, even though the expressions may be commonly used in speech and writing, for example Band-Aid, Frisbee, Vegeburger.

# Key to verb patterns

Intransitive	[V]	verb used alone	A large dog appeared.
verbs	[V+adv./prep.]	verb + adverb or prepositional phrase	A group of swans floated by.
Transitive	[VN]	verb + noun phrase	Jill's behaviour annoyed me.
verbs	[VN+adv./prep.]	verb + noun phrase + adverb or prepositional phrase	He kicked the ball into the net.
Transitive verbs+	[VNN]	verb + noun phrase + noun phrase	I gave Sue a book for Christmas.
two objects			
	[V-ADJ]	verb + adjective	His voice sounds hoarse.
Linking verbs	[V-N]	verb + noun phrase	Elena became a doctor.
	[VN-ADJ]	verb + noun phrase + adjective	She considered herself lucky.
	[VN-N]	verb + noun phrase + noun phrase	They elected him president.
	[V that] [V (that)]	verb + <b>that</b> clause	He said that he would prefer to walk.
	[VN that]	verb + noun phrase + <b>that</b> clause	Can you <b>remind me that</b> I need
	[VN (that)]		to buy some milk?
	[V <b>wh-</b> ]	verb + <b>wh-</b> clause	I wonder what the job will be like.
Verbs used with	[VN <b>wh-</b> ]	verb + noun phrase + <b>wh-</b> clause	I asked him where the hall was.
clauses or phrases	[V to]	verb + <b>to</b> infinitive	The goldfish need to be fed.
pinaoco	[VN to]	verb + noun phrase <b>to</b> infinitive	He was forced to leave the keys.
	[VN inf]	verb + noun phrase + infinitive without "to"	Did you hear the phone ring?
	[V -ing]	verb + <b>-ing</b> phrase	She never stops talking!
	[VN -ing]	verb + noun phrase + <b>-ing</b> phrase	His comments set me thinking.
Verbs + direct	[V speech]	verb + direct speech	"It's snowing," she said.
speech	[VN speech]	verb + noun phrase + direct speech	"Tom's coming to lunch," she told hin

# Numbers

1040 form	/,ten 'fç'ti fç'm; $AmE$ 'fç'rti fç'rm:/ noun (in the US) an official document in which you give details of the amount of money that you have earned so that the government can calculate how much tax you have to pay
12	/twelv/ noun (in Britain) a label that is given to a film/movie to show that it can be watched legally only by people who are at least twelve years old; a film/movie that has this label: I can take the kids too – It's a 12.
15	/ˌflfˈtiˇn/ noun (in Britain) a label that is given to a film/movie to show that it can be watched legally only by people who are at least fifteen years old; a film/movie that has this label
18	/ˌelˈtiˇn/ noun (in B ritain) a label that is given to a film/movie to show that it can be watched legally only by people who are at least eighteen years old; a film/movie that has this label
18-wheeler	/el'ti`n 'wi'1' (r)/ noun (AmE) a very large truck with nine wheels on each side
20/20 vision	/ <sub>i</sub> twenti twenti <sup>'</sup> vIZn/ <i>noun</i> the ability to see perfectly without using glasses or CONTACT LENSES
2.1	/,tu' $\sqrt{\text{hv}}$ / $\sqrt{\text{noun}}$ the upper level of the second highest standard of degree given by a British or an Australian university: <i>I got a 2.1.</i>
2.2	/ˌtuˇˈtuˇ/ <i>noun</i> the lower level of the second highest standard of degree given by a British or an Australian university

24-hour clock	/,twenti fç'r aU´ 'klÅk; <i>AmE</i> aU´r 'klA'k/ <i>noun</i> the system of using twenty four numbers to talk about the hours of the day, instead of dividing it into two units of twelve hours
24/7	/,twenti f $\varsigma$ 'sev' n; AmE f $\varsigma$ r/ adv. (informal) twenty-four hours a day, seven days a week (used to mean 'all the time'): She's with me all the time.24/7.
3-D (also three-D)	/ˌTri ˈdi/ noun [U] the quality of having, or appearing to have, length, width and depth: <i>These glasses allow you to see the film in 3-D.</i>
35mm	/, $TGifalv \ 'mllimi't' \ (r); AmE, \ , TGti-/noun \ the size of film that is usually used in cameras for taking photographs and making films/movies$
4X4	/ˌfç'bal 'fç'; $AmE$ , _fç'r bal 'fç'r/ $noun$ a vehicle with a system in which power is applied to all four wheels, making it easier to control.
911	/ˌnaln w $\sqrt{n}$ 'w $\sqrt{n}$ / the telephone number used in the US to call the police, fire or ambulance services in an emergency: (AmE) Call 911.
99	/ˌnalntiˈnaln/ noun (BrE) an ice cream in a CONE with a stick of chocolate in the top
999	/naln naln 'naln/ the telephone number used in Britain to call the police, fire or ambulance services in an emergency: (BrE) Dial 999.

# **Symbols**

= equals; is he same as  ≠ does not equal; is different from  ≈ is approximately equal to  > is more than  £ pound sterling  < is less than  (on an envelope) care of. You addres to a person "care of" sb else when the you are sending it to is not their permandal per	he place
≠     does not equal; is different from     %     to a person "care of" sb else when the you are sending it to is not their perma       ≈     is approximately equal to       >     is more than     £     pound sterling       <	he place
<ul> <li>≈ is approximately equal to</li> <li>&gt; is more than</li> <li>£ pound sterling</li> <li>&lt; is less than</li> <li>\$ dollar</li> </ul>	nent nome.
< is less than \$ dollar	
÷ because € euro	
: therefore © copyright	
✓ correct ① information	
X incorrect ® parking	
* used to mark importants points (called an ASTERISK) d' male	
& and (called an AMPERS AND) 우 female	
# used for example on telephones, and in addresses in the US  (BrE) HASH (AmE POUND SIGN) the symbol used on the packaging of products that they are made from recycled m (=that have been used once then tree.	aterials eated so
" DITTO; the same word as above that they can be used again), or to see they can be recycled after use.	how that
@ at	

#### Pronunciation and phonetic symbols

The British pronunciations given are those of younger speakers of General British. This includes RP (Received Pronunciation) and a range of similar accents which are not strongly regional. The American pronunciations chosen are also as far as possible the most general (not associated with any particular region).

If there is a difference between British and American pronunciations of a word, the British one is given first, with *AmE* beforethe American pronunciation.

#### Consonants

р	pen	/pen/
b	bad	/bQd/
t	tea	/tiˇ/
d	did	/dId/
k	cat	/kQt/
g	get	/get/
tS	chain	/tSeIn/
dZ	jam	/dZQm/
f	fall	/fç I/
v	van	/vQn/
Т	thin	/TIn/
D	this	/Dis/

S	see	/si ˇ/
z	Z00	/zuˇ/
S	shoe	/Suˇ/
Z	vision	/ ˈvIZn/
h	hat	/hQt/
m	man	/mQn/
n	now	/naU/
N	sing	/sIN/
I	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/

The symbol (r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly at the beginning of the next word, as in **far away**; otherwise the /r/ is omitted. For American English, all the /r/ sounds should be pronounced.

/x/ represents a fricative sound as in /lÅx/ for Scottish loch, Irish lough.

#### Vowels and diphthongs

i~	see	/siˇ/	
I	sit	/slt/	
Q	cat	/kQt/	
Å	got	/gÅt/	(British English)
U	put	/pUt/	
uř	too	/tu ˇ/	
Œ	fur	/fŒ(r)/	
el	say	/sel/	
oU	go	/goU/	(American English)
çl	boy	/bçl/	
l'	near	/nl ′ (r)/	(British English)
U′	pure	/pjU'(r)/	(British English)

i	happy	/ˈhQpi/	
e	ten	/ten/	
A~	father	/'f A `D' (r)/	
ç~	saw	/sçˇ/	
u	actual	/ˈQktSu´l/	
√	cup	/k√p/	
,	about	/´'baUt/	
´U	go	/g´U/	(British English)
al	my	/mal/	
aU	now	/naU/	
e′	hair	/he'(r)/	(British English)

Many British speakers use  $/\varsigma^{\sim}$  instead of the diphthong  $/U^{\prime}$ , especially in common words, so that **sure** becomes  $/S\varsigma^{\sim}(r)$ , etc.

The sound /Å/ does not occur in American English, and words which have this vowel in British pronunciation will instead have /A'/ or /c'/ in American English. For instance, **got** is /gÅt/ in British English, but /gA't/ in American English, while **dog** is British /dÅg/, American /dc'g/.

The three diphthongs /l' e' U'/ are found only in British English. In corresponding places, American English has a simple vowel followed by /r/, so **near** is /nlr/, hair is /her/, and **pure** is /pjUr/.

Nasalized vowels, marked with  $/^{\sim}/$ , may be retained in certain words taken from French, as in **penchant**  $/^{\circ}p\mathring{A}J\mathring{A}J$ , **coq au vin**  $/_{\downarrow}k\mathring{A}k$  ' U ' VQ)/.

#### Syllabic consonants

The sounds /I/ and /n/ can often be 'syllabic' - that is, they can form a syllable by themselves without a vowel. There is a syllabic /I/ in the usual pronunciation of **middle** /mIdI/, and a syllabic /n/ in **sudden** /ls $\sqrt{dn}$ /.

#### Weak vowels /i/ and /u/

The sounds represented by /i<sup>-</sup>/ and /l/ must always be made different, as in **heat** /hi<sup>-</sup>t/ compared with **hit** /hlt/. The symbol /i/ represents a vowel that can be sounded as either /i<sup>-</sup>/ or /l/, or as a sound which is a compromise between them. In a word such as **happy** /hQpi/, younger speakers use a quality more like /i<sup>-</sup>/, but short in duration. When /i/ is followed by /'/ the sequence can also be pronounced /j<sup>-</sup>/. So the word **dubious** can be /ˈdju<sup>-</sup>bi<sup>-</sup> s/ or /ˈdju<sup>-</sup>bi<sup>-</sup> s/.

In the same way, the two vowels represented /u'/ and /U/ must be kept distinct but /u/ represents a weak vowel that varies between them. If /u/ is followed directly by a consonant sound, it can also be pronounced as /'/. So **stimulate** can be /'stlMj/lelt//.

#### Weak forms and strong forms

Certain very common words, for example **at, and, for, can**, have two pronunciations. We give the usual (weak) pronunciation first. The second pronunciation (strong) must be used if the word is stressed, and also generally when the word is at the end of a sentence. For example:

I'm waiting for f'(r)/ a bus.

What are you waiting for  $f\varsigma(r)$ ?

#### Stress

The mark /'/ shows the main stress in a word. Compare **able** /'elbl/, stressed on the first syllable, with **ability** /'bll'ti/, stressed on the second. A stressed syllable is relatively loud, long in duration, said clearly and distinctly, and made noticeable by the pitch of the voice.

Longer words may have one or more secondary stresses coming before the main stress. These are marked with /,/ as in **abbreviation** /′,brivi'elSn/, **agricultural** /, $Qgrl'k\sqrt{ItS'r'I}$ /. They feel like beats in a rhythm leading up to the main stress.

Weak stresses coming after the main stress in a word can sometimes be heard, but they are not marked in this dictionary.

When two words are put together in a phrase, the main stress in the first word may shift to the place of the secondary stress to avoid a clash between two stressed syllables next to each other. For instance, after noon has the main stress on noon, but in the phrase afternoon tea the stress on noon is missing. Well known has the main stress on known, but in the phrase well-known actor the stress on known is missing.

89

#### Stress in phrasal verbs

One type of phrasal verb has a single strong stress on the first word. Examples are 'come to sth, go for sb, 'look at sth. This stress pattern is kept in all situations, and the second word is never stressed. If the second word is one which normally appears in a weak form, remember that the strong form must be used at the end of a phrase.

Another type of phrasal verb is shown with two stresses. The pattern shown in the dictionary, with the main stress on the second word, is the one which is used when the verb is said on its own, or when the verb as a whole is the last important word in a phrase:

What time are you coming back?

He made it 'up.

Fill them in.

But the speaker will put a strong stress on any other important word if it comes later than the verb. The stress on the second word of the verb is then weakened or lost, especially if it would otherwise be next to the other strong stress. This happens whether the important word which receives the strong stress is between the two parts of the phrasal verb, or after both of them.

We came back early.

I filled in a form.

Fill this form in.

If more than one stress pattern is possible, or the stress depends on the context, no stress is shown.

#### Stress in idioms

Idioms are shown in the dictionary with at least one main stress unless more than one stress pattern is possible or the stress depends on the context. The learner should not change the position of this stress when speaking or the special meaning of the idiom may be lost.

## Tapping of /t/

In American English, if a /t/ sound is between two vowels, and the second vowel is not stressed, the /t/ can be pronounced very quickly, and made voiced so that it is like a brief /d/ or the r-sound of certain languages. Technically, the sound is a 'tap', and can by symbolised /t§. So Americans can pronounce **potato** as /p´ 'telt§U/, tapping the second /t/ in the word (but not the first, because of the stress). British speakers don't generally do this.

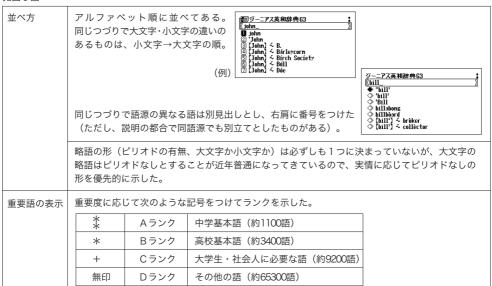
The conditions for tapping also arise very frequently when words are put together, as in **not only**, **what I**, etc. In this case it doesn't matter whether the following vowel is stressed or not, and even British speakers can use taps in this situation, though they sound rather casual.

#### The glottal stop

In both British and American varieties of English, a /t/ which comes at the end of a word or syllable can often be pronounced as a glottal stop /// (a silent gap produced by holding one's breath briefly) instead of a /t/. For this to happen, the next sound must not be a vowel or a syllabic /l/. So **football** can be /fU/bç'l/ instead of /fUtbç'l/, and **button** can be /b $\sqrt{n}$ / instead of /b $\sqrt{n}$ /. But a glottal stop would not be used for the /t/ sounds in **bottle** or **better** because of the sounds which come afterwards.

# ジーニアス英和

#### 見出し語



いろいろな つづりが ある場合 米国式と英国式のつづりがあるときは、米国式を優先し、英国式つづりは参照見出しとした。



<u>\*col·our</u>/kAla/ (英)陽剛=→color.

(例) 米国式

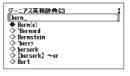
(例)

(例)英国式

◇語尾が「-ize,《英ではしばしば》-ise」の語は、Dランクの場合、参照見出しを省略した。

( )は省略可能の部分、-は最初のつづりとの共通部分を示す。( )部分もアルファベット順に

含めて配列した。



(例)

図パーレーン(正式名State of ~;ベルシ ア湾岸の国;首都Manama). Bahrai ni /-réini/ 図図パーレーンの[人(の)].

Bah·rain, --rein /baréin/

(-)はハイフンつきまたはハイフンなしの 1 語となることを示す。

re·éstimàte 画像@(…を)再見積り[評価]する. 一優① 再見積り[評価]. rè(-)estimátion 優

(例)

#### 発音の表記

発音記号は別表「発音記号表」のものを用い、/ /に入れて示した。省略可能な音は()に入れて示した。第1強勢(ストレス)は「´」、第2強勢は「`」をつけた。複数の発音が併記してある場合は、最初に示したものが最も一般的な発音である。発音の一部を省略するときは、省略部分をハイフン(-)で示した。発音が同じで強勢の位置だけが異なるときは、ダッシュを使って/-e4のように表記した(1音節につき1つのダッシュ)。品詞によって発音が違うときは、見出し語の直後に一括して掲げた(重要語についてはそれぞれの品詞のところにも示した)。

米音と英音	米国式と英国式の発音が異なるときは、米音・英音の順で示し、間に「 」を入れた。 ただし、米音と英音が規則的に対応する場合には、「発音記号表への注」の1に示すような 読み替えを行なう。
派生語の発音	C ランク以下の派生語は、元になった語に追加する部分・発音の違う部分だけを示した。 D ランクで次のような語尾で終る語は、特にまぎらわしい場合を除いて、発音を示さない。
	-er /-´r/ -ing /iN/ -ed /-id,-d,-t/ -ist /-ist/ -ism /-izm/ -ly /-li/ -ment /-m´nt/ -ness /-n´s/ -less /-l´s/

## 本義・原義

A、Bランクの語については、意味の総合的な理解を助けるため、その語の語義全体の基本となる「本義 (中核的意味)」、もしくは「原義 (語源的意味)」を ( ) に入れて示した。

watch(「目を覚ます」が原義)

receive (後に(re)取る(ceive))

go(発話が行なわれた時点または発話の中で示された時点に、go の主語が話し手[聞き手]の所から他の場所に「行く」というのが本義。「行く」と「至る」の2義に分けられる ( $\leftrightarrow$  come). cf. take II)。

◇「原義」としてどこまでさかのぼったものを示すかは、語の事情によりさまざまである。 時には必要により語義の派生的・発展的意味をも示した。 ear (「耳」の機能面から「聴覚・傾聴」、形状面から「(水差しの)取っ手」などの意が生じた) (→able) は able の項を参照せよ、の意。

Cランク以下の語や成句についても、その語句の理解に役立つ語源的情報などを適宜( )で示した。

# 由来

外来語(完全に英語化しているものも含む)は、その由来する言語名を〔フランス〕 〔スペイン〕などとして示した。

(聖) は聖書、(Shak.) はシェイクスピアの作品に由来する句・用法であることを示す。

# 品詞の表示

品詞は次のように示した。

名	名詞		
代	代名詞		
動	動詞		自動詞
		<b>@</b>	他動詞
助	助動詞		
前	前置詞		
形	形容詞		

副	副詞				
間	間投詞				
接	接続詞				
接頭	接頭辞				
接尾	接尾辞				
連結	連結形				
略語	略語				
記号	記号				

# 語形変化

# 語形変化の表示の原則

名詞、動詞、形容詞、副詞の語形変化は、品詞表示のすぐ後に()に入れて示した。

A、Bランクの語については、規則変化もすべて発音とともに示した。

Cランク以下の語については、不規則変化と、注意を要するもの(子音を重ねる場合など)だけを示した。 非分離複合語・ハイフン付き複合語については、原則として後半の要素(例えば bookshelf では shelf)の変化と同じであるので、省略した場合もある。

〜は見出し語まるごとの代用、-は見出し語の一部(音節の切れ目から前)の代用である。/〜/は(語形変化した場合でも)発音が見出し語と同じであることを示す。

## 名詞の複数形

( 👰 )と表示した。つづりが -o で終る語、その他注意を要する語については、C ランク以下でも複数形を示した。

# 形容詞・副詞の比較変化

A、B ランクの 1、2 音節からなる形容詞・副詞については比較変化をすべて示した。(-er型) とあるのは原級に-er、estを付加するものである。他の場合は  $(-\cdot i \cdot er[est])$  のように明記した。

- 3音節以上で表示のないものは more 型である。
- ◇現代英語では -er 型だった語がしだいに more 型へ変わっていく傾向がある。くわしくは more 【副】の項の ◇語法】参照。

Cランク以下の語では、表示のない場合、 1 音節の語では -er 型、 2 音節以上の語では more 型である。-y を i に変えて -er をつけるものも単に (-er型) と表示した。 2 音節以上の語で -er 型のもの、 1 音節の語で more 型のもの、 2 その他注意を要するものは明示した。

◇ (or -er型) は more 型と -er 型の両方が用いられることを示す。-er, -est をつけるとき語尾の子音を重ねるものは (-tt) (《(英) -II-) などと示した。

# 比較

A、Bランクの語を中心に、形容詞・副詞で通例比較変化しない語・語義には、 $(\phi$ 比較)と表示した。

#### 語義の区分・順序

# 語義の区分・順序

語義は 1, 2, 3…の数字で区分し、さらに必要に応じて a, b, c…やセミコロン(;)で区切って示した。

多くの語義のある語では、I, II, III ...で大きな意味ブロックに分けた。

語義を掲げる順序は、現代の使用頻度順を原則としながら、意味の関連・展開がわかりやすい順序となるように 工夫した。

# スピーチレベル

社会的差異	[非標準]	非標準英語 (標準英語には特に表示しない)
レジスター	〔正式〕	堅い書き言葉・話し言葉(時に〔(文〕に通じる)
(標準英語内	[略式]	くだけた書き言葉・話し言葉
における機	[俗]	俗語、非常にくだけた話し言葉
能的差異)	[性俗]	性的な俗語(下品な語、タブーとされる語も含む)
	〔文〕	文語、堅い書き言葉(時に〖古〗〔詩〗に通じる)
	〔詩〕	詩で用いる言葉
	[まれ]	使用頻度のきわめて低い言葉
年齢的・	[学生語]	
人種的・	[小児語]	
性的差異	[黒人語]	米国の黒人特有の言葉

# スピーチレベル

地域的差異	〔方言〕	ある地域でだけ用いる。【英方言】とあれば 英国のある地域でのみ用いる言葉ということになる。
	[ * ]	米国でのみ用いる。
	〔英〕	英国でのみ用いる。
	<b>〔</b> カナダ <b>〕</b>	カナダでのみ用いる。
	〔豪〕	オーストラリア・ニュージーランドでのみ用いる。 ニュージーランドだけで用いる場合は特に 【ニュージーランド】と表示した。
	〔南ア〕	南アフリカ共和国でのみ用いる。
	『イング』	イングランド方言
	[北イング]	北部イングランド方言
	<pre>【スコット】</pre>	スコットランド方言
	<b>〔</b> アイル〕	アイルランド方言
	その他、必要	Eに応じていろいろな地域名を用いた。
時代的差異	[やや古]	
	(古)	
	〔廃〕	

# スピーチレベル

その他	〔愛称〕	
	[掲示]	
	(Eメール)	
		面を表す短い言葉(『空港のアナウンス 』 『店員の )を 『 』で示した。

以上を組合わせて『米古』『米略式』『豪俗』 などという表示も用いた。 また「主に」「…ではしばしば」「…では時に」「もと」などの言葉も用いて、 特に地域ごとの使用実態を示すようにした。

組合わせる場合、「または」の意では中点  $(\cdot)$  を入れた。

[主に英]	主に英国で用いる。米国で用いることもある。			
[英では主に] 英国では主にこの語句・語形を用いる。他の語句・語 用いることもある。米国では用いない。				
(英ではしばしば)	ルば    英国ではこの語句・語形を用いることもよくある。 米国では用いない。			
(英では時に)	英国では時にこの語句・語形を用いることもある。 米国では用いない。			
[英まれ]	英国でまれにこの語句・語形を用いることがある。 米国では用いない。			
〔 英古 〕	英国で古い用法でのみ用いる。米国では用いない。			
(英・カナダ)	英国とカナダでのみ用いる。			

米国起源の語であるが英国でも普通に用いられるものは通例無標示。 ただし 『もと米』を付した場合もある。

#### C L U

# 名詞の 🖸 と 🛈

# □□の意味

[C] 名詞は、単数形では a、an (または the、my、any) などの決定詞が必要であり、複数形にすることができる。

□ 名詞は、冠詞(または他の決定詞)なしで用いることができ、複数形にならない。いわゆる物質名詞、

抽象名詞、集合名詞などがこれに含まれる。特に a、an がつくときは  $[a\sim]$ 、また [しばしば  $a\sim]$  [しばしば  $\sim$ s]は [or  $a\sim]$ 、[or  $\sim$ s] などと示した。

[集合的に] としたものには通例 [ ] [ ] をつけない。

固有名詞には UC記号をつけない。

# 関連する用法の表示

[the  $\sim$ ] [ $\sim$ ] [ $\sim$ s] [the  $\sim$ s] [one's  $\sim$ ] などとあるものは常にこの形で用いられることを示す。 この場合  $\square$   $\square$   $\square$  はつけない。

複数形の語の語義については、必要に応じ、[単数扱い] [複数扱い] [単数・複数扱い] という表示をした。 [単数扱い] の語が主語になった場合は単数の主語に呼応する動詞を用い、また単数の代名詞で受ける。

(複数形で表示のないものは複数扱いである。)

# 発音記号表 \*ジーニアス和英辞典と共通の内容です。

	【母音】			【子音】			
/i:/	sea, piece	/əːr/*	bird, early	/p/	pen, cup	/dz/	reads, adds
/i/	hit, pick	/ə:r \r/*	courage, current	/b/	boy, job	/tS/	chart, catch
/e/	set, red	/ei/	take, eight	/t/	team, sit	/dZ/	July, bridge
/Q/	bat, cap	/ai/	right, try	/d/	date, pad	/h/	hot, who
/Q A:/	laugh, staff	/ic/	choice, toy	/k/	kick, cut	/m/	man, sum
/A:/	father, calm	/au/	out, cow	/g/	gate, leg	/n/	not, run
/A/*	hot, watch	/ou/*	rope, road	/f/	fight, puff	/N/	song, singer
/\Lambda/	cup, bus	/A: r/*	star, par	/v/	voice, save	/1/	light, tell
/:c\	law, ball	*\1:c\	door, store	/T/	three, tooth	/r/	red, terrible
/ɔ(ː)/*	long, soft	/iər/*	deer, fear	/D/	this, bathe	/j/	yes, opinion
/u/	book, would	/eər/*	hair, care	/s/	sun, pass	/w/	well, one
/u:/	soup, food	/uər/*	tour, poor	/z/	zoo, noise	/hw/*	what, while
/(j)u:/*	new, pursue	/-iər-/*	serious, cereal	/S/	she, cash	/x/	Bach (外国語のみ)
/ə/	collect, sofa	/-eər-/*	parent, vary	/Z/	vision, pleasure	/C/	Köchel (外国語のみ)
/ər/*	paper, sister	/-uər-/*	tourist, curious	/ts/	cats, roots	o	無声化を示す: umph/mmm/

<sup>\*</sup>印およびその他詳細については「発音記号表への注」参照。

#### 発音記号表への注

## 1. 米音と英音

	米音	英音	
/A/	/A/	/ç/	(英音を特に示すときは /ç/を用いた)
/ç(:)/	/ç:/	/ç/	
/(j)uː-/	/uː-/	/juː-/	
/'(r)/	/* /	/*/	
/':(r)/	/' :/	/′:/	
/′:r √r <u>∑</u>	/':/	/√r/	
/ou/	/ou/	/′ u/	(英音を特に示すときは / u/を用いた)
/A: (r)/	/A' /	/A:/	
/ç :(r)/	/ç' /	/ç ː/	
/-i∂r₹	/-ir <del>∑</del>	/-i´r <u>₹</u>	
/-e∂r <u>¥</u>	/-er <del>∑</del>	/-e′ r <u>₹</u>	
/-u∂r <u>₹</u>	/-ur <del>∑</del>	/-u´r₹	
/(h)w-/	/w-,[米+] hw-/		

ジーニアス和英辞典と共通の内容です。

### 2. 1/2 1/1/2 hu/2 hu/

A/と A'/、 $A_I$ /と A'/の違いは、音の長さの違いではなく、音質の違いである。すなわち、 $A_I$ / $A_I$ /は舌の位置が低い、緊張がない、唇の形が緩む、といった特徴があるのに対しA'/ $A_I$ /は舌の位置が高く、緊張があり、唇が張って  $[A_I$ /では丸められて] いる (この点、「おじいさん」と「おじさん」を母音の長さで区別する日本語とは事情が異なる。 実際のところ、beat/ $b_I$ 1/と bid  $b_I$ 6/ $a_I$ 0/の母音の長さはほとんど等しい)

本辞典では従来からの記号を使って表記をしているが、上記の点を考慮して $\hbar/\mu$ の代りに $\hbar/\mu$ で表記することも多くなってきている。

### 3. あいまい母音 //

通常「あいまい母音」と呼ばれている // (記号の名称は「シュワー (schwa)」) は、「そのつづり字の母音を弱く発音した音」を表す。 // は時に「日本語のアの弱い音」というように説明されることもあるが、実際にはそれだけでなく、かなり広い範囲の音が含まれるわけである。

例えば、today f' déi/の f'-/は、「夕」ではなく、ftu-/の方に寄った音である。

### 4. / r/と/ r/

米音における  $f_r/c / :r/d$ 、  $f_r/c / :r/c$  いう 2つの音の連続ではなく、実際には、それぞれ  $f_r/c$  いう 1つの母音として発音される ( $f_r/c$  / の記号は「かぎ付きのシュワー (hooked schwa)」と呼ばれる)。 母音の  $f_r/c$  が、いわば子音の  $f_r/c$  を長めに発音した音 (すなわち音節主音的な  $f_r/c$  であり、これら 3つの音の

5. 音節主音的子音の発音表記

音質は、実質的に同じであると考えてよい。

主として日本人の発音に多い誤りを防ぐ配慮から、次のような語の終りにくる「音節主音的子音(syllabic consonant)  $_{
m J}$   $_{
m I/m}$   $_{
m fm}$  /  $_{
m m}$  /  $_{
m fm}$  /  $_{
m m}$  /  $_{
m fm}$  /  $_{
m fm}$ 

(2)(1) /pl/principal /prins' pl\(\Sigma\) /zm/prism /prízm/ /kI/local /lóukI/ /Dm/rhythm /rĺDm/ /sI/Russell /r√sI/ (3)/bl/global/gloubl/ /tn/cotton /kÁtn/ /fl/beautiful /biú t´fl/ (ただし「…] 杯分」の -ful は /fùl/) /pn/happen /hQpn/ /dn/harden /hArdn/ /z1/drizzle /drĺzI/ /tl/metal /métl/ /zn/reason /rĺ zn/ /nI/national /nÓS′ nI/ /sn/lesson /lésn/ /ml/normal /nç rml/ その他 /fn//wn//kn/など。 その他 /dl//ql/ /vl/ /Sl/など。 また、/al / /am / /an / /ar /は、それぞれ音節主音的な 副詞形では normally /hc´rm´li /のようになる。 //m/h/k/として発音されることがあることを示している。

### 6. 強勢(ストレス)とアクセント

アクセントと強勢(ストレス)ということばはしばしば同じように用いられるが、正しくは、強勢は音の強さ(大きさ)を表す用語であり、音の高さや長さとは関係がないのに対し、アクセントは、音の強さ(大きさ)に加えて、音の高さや長さなどの要素を総合したものを指す。本辞典の《アクセント注意》は、内容としては「強勢の位置に注意せよ」の意味である。なお、英語のアクセントは強勢を主とする「強さアクセント(stress accent)」であるのに対し、日本語のアクセントは音の高低による「高さアクセント(pitch accent)」という違いがある。

### 7. 強勢の位置の変化

強勢 (ストレス) は、(1) リズムの都合により、また (2) 2つのものを対照させる場合に、その位置が変化することがある。

(1) 英語では、強弱のリズムを整えるために、第1強勢が連続することを避けようとする傾向がある。例えば、後ろの方に第1強勢のある形容詞(または形容詞的用法の名詞)がすぐ次の名詞を修飾するとき、その形容詞の第1強勢が前に移動して、第2強勢のあった位置に置かれることがある。これを「強勢移動」(stress shift)という。強勢移動が起きるかどうかは、人により、場合により異なるが、本辞典では、一般に強勢移動がよく起こる語については《◆限定用法では/──》のように注記した。

例: Japanese 普通はJàpanése だが、例えば boy を限定的に修飾するときは通例 a Jápanèse bóy となる。 分離複合語(~ápricot など)でも同様。

New York 単独では New Yorkだが、「ニューヨーク市」のときは New York City となる。

(2) happy or unhappy (幸福なのか不幸なのか) のように意味を対照させる場合は、unháppy を本来の強勢位置で 発音すると意味の区別にとって重要な un- が聞こえにくくなるので、第1強勢を un- に移動して únhàppy とし、 対照を明確にすることがある。こういう強勢を「対照強勢」(contrastive stress) という。

## おもな文型の一覧

S	主語
V	動詞
0	目的語
С	補語

М	副詞的修飾語句	
wh句・節	what, where, which, when, who, whose, whom, whether / if, how などで始まる節	

## 動詞の文型

【1】SVのグループ(第I文型A)	<ul><li>[SV] Money talks.</li><li>[SV] Birds are singing merrily.</li><li>[SV to do] He stopped to smoke.</li><li>[SV doing] She came running.</li></ul>
【2】SVMのグループ(第I文型B)	[SVM] He lives in Kobe. [SVM] He got up early. [SV to do] I happened to meet him yesterday. [SV on wh句·節] The cost depends on how many people attend. [SVM] Everything is going well.

【3】SVCのグループ(第II文型)	[SVC] [SVC] [SVC] [SVC] [SVC] [SV (to be) C]	John is a lawyer.  His son became a sailor.  It is getting cooler every day.  That cap looks wonderful on you.  What matters is how you play the game.  She seems (to be) happy.
【4】SVOのグループ(第III文型A)	[SVO] [SV doing] [SV to do] [SV that節] [SV wh句・節]	Bees collect honey. She likes swimming. I want to go to China. Jane said that she had caught cold. I don't know how to use a computer. I doubt whether [if] he will succeed.
【5】SVOMのグループ(第III文型B)	[SVO from 0] [SVOM] [SVOM] [SVO from doing] [SVO with 0]	The police cleared the protesters from the park. He kicked the ball out. This street leads you to the station. Cold weather kept many plants from blooming. Sheep provide us with wool.

【6】SVOOのグループ(第IV文型)	[SVO₁ O₂] [SVO that節] [SVO wh句・節] [SVO to do]	He gave me some chocolate. She told me that John went to Berlin. He taught me how to use a compass. I persuaded him to come.
【7】SVOCのグループ(第V文型)	[SVOC] [SVOC] [SVOC] [SVO to be C] [SVO to do] [SVO doing] [SVO do]	We named the island Cook. The news made them happy. He kept the dog tied to the gate. I know him to be a brave man. She wants me to go to the concert with her. I can see her running along the lake. We heard her laugh out loud.

## 形容詞の文型

[it is $\sim$ of O to do]	It was careless of you to take the wrong bus.
[it is $\sim$ ( for O) to do]	It is easy for me to read Russian magazines.
[it is~that節]	It is obvious that you are right
[it is~wh節]	It is not clear what she wants to say.
[S is $\sim$ of O]	She is fond of rock music.
[S is $\sim$ to do]	Arabic is hard to learn.
[S is~that節]	I'm sorry that I have kept you waiting a long time.
[S is~about wh節]	I am uncertain about what I ought to do.

## 名詞の文型

	(to do) (to do) (of doing) (that節) (wh節)	He has plans to visit Nara again. There is no necessity for you to do it at once. There is little chance of his visiting this week. The news that he would not recover distressed me. I have no notion (of) what you mean.
--	--	--

辞書中では以上のほか、実際の用法に応じて、前置詞・副詞辞などの連語関係を含めて示した。

[SV] [SVO] などの文型表示は、主に、A、B ランクの動詞・形容詞の重要な語義について行なった。その他については、必要に応じて、(to do)(that節)などで示した。

◇動詞文型の【1】【2】両方に SV to do の型があるが、【2】の to do は文として必須の要素であるのに対し、【1】では to do がなくても文として成立する。

# ジーニアス和英

## 見出し語とその並べ方

かな見出し(ひらがな・カタカナ)で、国語辞典式の五十音順に並べた。	
清音・濁音・半濁音の順。「っ」(促音)、「ゃ」「ゅ」「ょ」(拗音)は、 それぞれ「つ」「や」「ゆ」「よ」の次に置いた。カタカナ見出し中の 長音符(一)は、その直前の音の母音を重ねたものとして配列した。	
かな表記・漢字表記とも同じ見出しが2つ以上あるとき(これは主として 対応する英語の品詞によって分けたもの)は、肩に数字をつけ、後ろに 〈〉で区別の手掛りを記した。カタカナの同音語も同様である。	(例) あいする 1 [愛する] 〈動〉 あいする 2 [愛する] 〈形〉 ライト 1 〈明り〉 ライト 2 〈野球〉
英語の品詞が見出し語から推測しにくいときにも、〈形〉などで英語の品詞を示した。 助詞・助動詞・接尾辞など独立では用いられない語は、長いハイフン (一)をつけて見出しにした。	(例) 一に 一すぎ 一たい 一など
必要に応じ、見出し語を意味によって大きく区分して、①②…で示した。	(例) あたま[頭] ① [頭部] ② [頭髪] ③ [頭脳]
主要な見出し語については、日本語の類義語・関連語を、見出し語の直後 (意味の区分があるときはその区分の直後)に ()に入れて掲げた。 ここに掲げた語を参考にして他の日本語による表現・言い換えを知ること により、求める英語表現への多様なアプローチが可能になる。	

見出し語にほぼ対応する英語があるときは、「英語中見出し」を置き、その発音 (わかりにくいもののみ)・文型・語義・用法・用例などが英和辞典と同じ方式で現れるようにした。配列は、その見出し語を含む文・句を英語で表現する場合の有用性を考慮して並べた。

### 英語用例・成句

英語中見出しとは別に、見出し語を含む文・句を英語で表現する場合に役に立つ英語用例(英語中見出し以外の語を用いたもの)・成句を、「▶その他の用例」として掲げた。

## 複合語・慣用表現

- ●見出し語を含む複合語・慣用表現・慣用表現を含む文などと、それにあたる英語を、
  7 印の下に掲げた。
- ●英語の単語(または分離複合語、短い句)が対応する場合は、まずそれを英語中見出しと同様に掲げ、必要によって用例を付した。別の英語との区切りは;で区切った。

## 重要度の表示

英語としての重要度に応じて、次のようにランクを示した。

* *	Aランク	中学基本語
*	Bランク	高校基本語

### 品詞表示

品詞は次のように示した。

名	名詞
代	代名詞
形	形容詞
副	副詞
接頭	接頭辞

接尾	接尾辞
連結形	
動	動詞
自	自動詞
他	他動詞

助	助動詞
略	略語
前	前置詞
接	接続詞
間	間投詞

### 複合語・慣用表現

- 成句のうち、go on, get over のように「動詞+前置詞または副詞辞」からなる「句動詞」には、 成句としての機能(品詞に準ずるもの)を次のように表示した。

[自] 自動詞+副詞辞	目的語なし
[他] 他動詞+副詞辞	他動詞なので目的語をとる。副詞辞は原則として目的語(O)の前にも後にも 置かれる(get over O/get O over のいずれも可)。ただし O が代名詞の場合は 通例 get O over のみ可。
[自+] 自動詞+前置詞(+目的語)	目的語は前置詞の目的語である。

その他、句動詞以外の成句でも、形や語義からわかりにくいものは [副][接]のように機能表示をした。

- ○ は数えられる名詞(countable)、 □ は数えられない名詞 (uncountable) を示す。 他の注記によって用法が示されているときは □ を付けない。 □ 名詞であっても、その種類を問題にするとき(「何種類かの…」「何色かの…」など)に 扱いになるものは「chalk □ (種類 ○)」と注記した。
- 動詞・形容詞には、必要により、S D の別を示した。

S (stative)	人が自分の意志でコントロールできない状態・出来事を表す。
D (dynamic)	人が自分の意志でコントロールできる状態・出来事を表す。

## スピーチ・レベル

語の使われる地域・文体などを ( ) で示す。指示のない語は普通に用いられる一般語である。 主なものは次のとおり:

### 学術語・専門語略語表

(正式)	堅い書き言葉・話し言葉
(略式)	くだけた書き言葉・話し言葉
(俗)	俗語、非常にくだけた話し言葉
(文)	文語
(男性語)	
(女性語)	
(小児語)	
(米)	
(英)	
(やや古)	

## いろいろな注記・記号

( )	省略可能な部分、補足的部分
[]	直前の語と入れ替え可能(英語とその訳の日本語の両方に[]があるときは、両者が対応している)
<b>«</b> »	語義・訳語の直接の定義・説明
<b>《</b> ◆ 》	関連情報、注記など
$\rightarrow$	…を見よ、参照せよ
$\longleftrightarrow$	反意語・対になる語
×	文法的に誤った英語、語法上不適切な表現(時として使われる言い方でも、標準的とはいえない
	もの、外国人学習者としては用いない方が無難なものに×印をつけた場合もある)
=	別の言い方、言い換え
【聖】 【Shak.】	それぞれ聖書、シェイクスピアの作品に由来する句・用法であることを示す。
(用例中)	
イントネーション	[入] 下降調
	[之] 上昇調
	[~] 下降上昇調
など	[→] 部分下降調
	[:] 若干の休止

いろいろな注記・記号

0.000000000000000000000000000000000000	D 10.7				
(アメフト)	アメリカンフットボール	(鉱)	鉱物学	(哲)	哲学
(アングリカン)	アングリカンチャーチ	(史)	歴史(学)	(天)	天文学
(医)	医学	(歯)	歯科 (学)	(電気)	電気(工学)
(印)	印刷	(社会)	社会学	(電算)	コンピュータ
(映)	映画	(狩)	狩猟	(電子工)	電子工学
(英史)	英国史	(宗)	宗教(学)	(動)	動物(学)
(音)	音楽	(商)	商業・商学	(土木)	土木(工学)
(音声)	音声学	(植)	植物(学)	(農)	農業・農学
(化)	化学	(織)	紡織	(バスケ)	バスケットボール
(絵)	絵画	(神)	神学	(美)	美術・美学
(化工)	化学工業	(心)	心理学	(美史)	美術史
(カトリ)	カトリック	(人類)	人類学	(物)	物理(学)
(機)	機械 (工業)	(数)	数学	(プロテ)	プロテスタント
(ギ神)	ギリシア神話	(生)	生物(学)	(米史)	米国史
(魚)	魚類	(政)	政治 (学)	(法)	法律・法学
(漁)	漁業	(生化)	生化学	(薬)	薬学
(軍)	軍事	(聖書)	聖書(学)	(郵)	郵便
(経)	経済 (学)	〔精神医〕	精神医学	(林)	林業・林学
(建)	建築 (学)	(地)	地学・地質学	(倫)	倫理 (学)
(言)	言語学	(虫)	昆虫	〔口神〕	ローマ神話
(I)	工業・工学	(鳥)	鳥類	(論)	論理学

このほかの分野については省略しない形で、または「学」だけを省略して示してある。(例 [教育] =教育(学))。

# コラム集 OXFORD Advanced Learner's Dictionary 6th edition

Ü	
Which word?	12
Vocabulary building	15
Grammar point	. 17
British/American	. 17
More about	18
family	18
	Which word?  Vocabulary building  Grammar point  British/American  More about

# Notes on usage

#### Which word?

(?)

These notes show the differences between pairs of words that are often confused or groups of words with similar meanings.

A above / over actual / current / present affect / effect

afraid / frightened / scared agenda / diary / schedule / timetable / itinerary

allow / let / permit almost / nearly / practically alone / lonely / lone also / as well / too

although / even though / though / however

altogether / all together answer / reply around / round / about

as / like

ashamed / embarrassed

awake / awaken / wake up / waken

back - at the back / at the rear / behind baggage / luggage

bath / bathe / swim / sunbathe

become / get / go / turn begin / start

beside / besides besides / apart from / except

big / large / great blind / blindly horrow / lend

break / recess / interval / intermission /

interlude / pause British / English / Briton / Brit calm / calmness can / may

care - take care of / look after / care for

cause / reason / purpose cautious / careful change / alter / modify / vary citizen / subject / national

classic / classical

close / shut clothes / clothing

coast / shore / beach / seaside compliment / complement

comprise / compose / consist of /

constitute / make up / include

condition / state continuous / continual country / state

court / law court / court of law

customer / client

deep / deeply

degree / certificate / diploma disabled / handicapped

discover / invent / find out / learn / know

distrust / mistrust double / dual

earth / floor / ground / soil / land

economic / economical electric / electrical employ / take on

enough / adequate / sufficient /

satisfactory / acceptable / will do

entrance / entry / admission especially / specially

event / occurrence / incident / happening exam / examination / test / quiz expect / wait for / hope / look forward to

farther / further / farthest / furthest fast / quick / rapid firstly / first of all / at first front - in front of / in the front of

good / goodness G

happen / occur / take place

hard / hardly hardly / scarcely / barely / no sooner

hate / hatred healthy / well

help / aid / assist / attend / be present / participate

high / tall historic / historical

infer / imply

interested / interesting / uninterested / disinterested / uninteresting

iournev / travel / trip

landscape / scenery / countryside

last / take lastly / at last lawful / legal

lawver / barrister / advocate / attorney / solicitor

light / lighting

long - (for) long / (for) a long time

loud / loudly / aloud

118

many / a lot of / lots of much / a lot of / lots of

narrow / thin
near / close
next / nearest
noise / sound

naked / hare

normal / usual / ordinary

old -older / elder order / tell / instruct / command

P partly / partially
peace / peacefulness
persuade / convince
place / space / room
possibility / occasion / opportunity / chance
price / cost / charge

quick / quickly / fast quite / fairly / rather / pretty

R real / true reason / explanation / excuse / pretext / grounds regretfully / regrettably

right / rightly rise / raise

say / tell

Scottish / Scots / Scotch / Scot sensible / sensitive

sensible / sensitive sensual / sensuous / sensory shade / shadow shout / cry / scream

sight / eyesight sight / view sign / signal slow / slowly small / little

soon / early / quickly speak / talk

steal / rob / burgle / thief / robber / burglar

storey / floor

strength / force / power

student / pupil / undergraduate / graduate / postgraduate

sure / certain surely / certainly

T tight / tightly

under / below / underneath / beneath unsociable / antisocial / unsocial used to / be used to

voucher / coupon / token

want / like / care (for sth/to do sth)
wear / carry / have on

wide / broad

worried / concerned / anxious / nervous /

wrong / wrongly / wrongfully

### Vocabulary building

These notes help you to choose more interesting and varied words to use and so increase your vocabulary.

A about -ways of saying 'approximately'

bad and very bad a bar of chocolate

body —actions expressing emotions
break —verbs for wavs of breaking things

cry -verbs for ways of crying

do -household jobs: do or make?

F face -expressions on your face

G good and very good

hand -verbs for ways of using your hands

jobs and employment -nouns

laugh -verbs for ways of laughing learn -verbs for learning look -verbs for ways of looking

N nice and very nice

object - nouns you can use for objects

piece -words for pieces of things

see -verbs for ways of seeing smell -adjectives and nouns

teach and teachers -verbs and nouns thin

thing - other words you can use

walk - verbs for ways of walking

walk - verbs for ways of walking weather - nouns for types of weather work - nouns

## Grammar point

These notes help make clear points of grammar that often cause problems.

Δ avenge / revenge

can / could / be able to / manage

D dare depend on

each / every enjoy

H half / whole / quarter

if / whether

K kind / sort

L late / lately

modal verbs
must / have (got) to / don't have to /

need neither / either none of

one / ones

per cent — expressing percentages proportion

school shall / will should / ought / had better should / would sit

staff

very / very much

W well whom wish

### British/American

These notes explain differences between British and American usage.

A already / just / yet

B bit -a bit / a little

college / university course / program

different from / to / than

□ floor

H have -have you got? / do you have? holiday / vacation hospital

inclusive / through

P phone / call / ring platform / track post / mail presently purse / handbag / wallet

rent / hire / let rubbish / garbage / trash / refuse

school -in/at school sea / ocean

T toilet / bathroom

underground / subway / metro / tube

### More about



These notes give you more information about an aspect of life or language in Britain and America and show you the correct words to use.

A America

C course -ways of saying 'of course'

G gender - ways of talking about men and women

H hello -greetings

M meals

names and titles

R roads



### Word family

A able / ability / daisabled / disability accuse / accusation / assusing / assusatory / assused ally / allied / allisance

clear / clarity / clarify conceive / concept / conception / conceivable / inconceivable / conceptual

deceive / deceit / deceitful / deception / deceptive decide / decision / decisive / undecided defy/ deny / denial / undeniable destroy / destroyer / destruction / destructive / indestructible discreet / d

E explain / explanation / explanatory / explicable explode / explosion / explosive / unexploded

F fat / fatty / fatten / fattening. force / forceful / forced. / forcible / enforce

G grateful / gratitude

inhabit / habitable / uninhabited.inhabitant / habitation intend / intended / intending / intending /

marry / marriage / married / marital

perceive / perception / perceptive / perceptible pity / pitful / pitiless / pitiable / piteous produce / producer / production / productive pronounce / pronunciation / unpronounceable / mispronounce prove / proof / proven

R rely / reliable / reliability / reliance repeat / repeatable / repeated / repetition / repetitive / repetitious

S stable / stability / stabilize

T true / truth / truthful / truly / truism

wit / witty / witticism / outwit

### Which word?

These notes show the differences between pairs of words that are often confused or groups of words with similar meanings.



# WHICH WORD? above / over



Above and over can both be used to describe a position higher than something: They built a new room above/over the garage. When you are talking about movement from one side of something to the other, you can only use over: They jumped over the stream. Over can also mean 'covering': He put a blanket over the sleeping child.

Above and over can also mean 'more than'. Above is used in relation to a minimum level or a fixed point: 2000 feet above sea level \$\rightarrow\$Temperatures will not rise above zero tonight.

Over is used with numbers, ages, money and time: He's over 50.  $\diamondsuit$ It costs over £100.  $\diamondsuit$ We waited over 2 hours.

### WHICH WORD? actual / current / present



Actual does not mean current or present. It means 'real' or 'exac': I need the actual figures, not an estimate.

Present - 'existing or happening now': How long have you been in your present job?

Current also means 'existing or happening now', but can suggest that the situation is temporary: *The factory cannot continue its current level of production.* 

Actually does not mean 'at the present time'. Use currently, at present or at the moment instead.

⇒note at PRESENTLY



affect verb = 'to have an influence on sb/sth'.

Does television affect children's behaviour? It is not a noun.

effect noun = 'result, influence'. Does television have an effect on children's behaviour?

effect verb is formal and means 'to achieve or produce'.

# WHICH WORD? afraid / frightened / scared



Be afraid/frightened/scared all mean that you feel fear: I've never been so frightened in my life!

Scared is very common in informal speech and is often used to describe small fears: Dad was driving very fast and we were a bit scared. Afraid is more formal and less common.

- + of afraid/frightened/scared of sb/sth means that you feel fear when you see or experience something: I'm afraid of snakes.
- + for afraid/frightened/scared for sb/sth means that you are worried that something unpleasant may happen to somebody: I was frightened for his safety.

Sometimes about is used with frightened and scared, but not with afraid: *I'm scared about going to the city again*. You can use *very, a bit, too*, etc. with frightened and scared, but not with afraid.

+ noun a *frightened/scared child*. You cannot use afraid in front of a noun.

### WHICH WORD?





A book with a space for each day where you write down things that you have to do in the future is called a diary or a datebook (AmE) (not an agenda). You may also have a calendar on your desk or hanging up in your room, where you write down your appointments. A diary or a journal is also the record that some people keep of what has happened during the day: the Diary of Anne Frank.

In BrE your schedule is a plan that lists all the work that you have to do and when you must do each thing and a timetable is a list showing the fixed times at which events will happen: a bus/train timetable. In AmE these are both called a schedule.

An itinerary is a plan of a journey, including the route and the places you visit.

# WHICH WORD? allow / let / permit



Let is the least formal and the most common of these verbs in spoken English. It is followed by an object and an infinitive without 'to', and is often used to give orders: Let James sit there. Don't let me forget there's a cake in the oven. Dy father won't let me go out tonight. Let is not used in the passive.

Allow is more formal than let and is more common in writing. Permit is the most formal and is used in official or technical written language. Both words can be followed by an object and a 'to' infinitive and are both often used in the passive: I'm not allowed to smoke in the house.  $\lozenge$  Some parents allow their children to do whatever they like.  $\lozenge$  Photography is not permitted in the gallery.  $\lozenge$  Customers are permitted to use the car park.

# WHICH WORD? almost / nearly / practically



These three words have similar meanings and are used frequently with the following words:

almost ~ certainly, all, every, entirely, impossible, empty nearly ~ (numbers), all, always, every, finished, died practically ~ all, every, no, nothing, impossible, anything

They are used in positive sentences: She almost / nearly / practically missed her train. They can be used before words like all, every and everybody: Nearly all the students have bikes. \$\rightarrow\$1've got practically every CD they've made. Practically is used more in spoken than in written English. Nearly is the most common with numbers: There were nearly 200 people at the meeting. They can also be used in negative sentences but it is more common to make a positive sentence with only just: We only just got there in time. (or :We almost / nearly didn't get there in time.)

Almost and practically can be used before words like any, anybody, anything, etc.: I'll eat almost anything. You can also use them before no, nobody, never, etc. but it is much more common to use hardly or scarcely with any, anybody, ever, etc.: She's hardly ever in. (or :She's almost never in.)

Almost can be used when you are saying that one thing is similar to another: *The boat looked almost like a toy*.

In BrE you can use very and so before nearly: He was very nearly caught.

⇒note at HARDLY

# WHICH WORD? alone / lonely / lone



Alone, and on your own, by yourself, which are less formal and are the normal phrases used in spoken English, describe a person or thing that is separate from others. They do not mean that the person is unhappy: I like being alone in the house.  $\lozenge I'm$  going to London by myself next week.  $\lozenge I'm$  want to finish this on my own (= without anyone's help).

**Lone/solitary/single** mean that there is only one person or thing there; lone and solitary may sometimes suggest that the speaker thinks the person involved is lonely: a lone jogger in the park  $\lozenge$ lone, solitary walks.

Lonely (AmE also lonesome) means that you are alone and sad: ◇a lonely child ◇Sam was very lonely when he first moved to New York. It can also describe places or activities that make you feel lonely: ◇a lonely house.

## WHICH WORD?





Also is more formal than as well and too, and it usually comes before the main verb or after be: I went to New York last year, and I also spent some time in Washington. In BrE it is not usually used at the end of a sentence. Too is much more common in spoken and informal English. It is usually used at the end of a sentence: 'I'm going home now.' 'I'll come too.'. In BrE as well is used like too, but in AmE it sounds formal or old-fashioned.

When you want to add a second negative point in a negative sentence, use not...either: She hasn't phoned and she hasn't written either. If you are adding a negative point to a positive one, you can use not…as well/too: You can have a burger, but you can't have fries as well.

# WHICH WORD? although / even though / though / however



You can use these words to show contrast between two clauses or two sentences. Though is used more in spoken English than in written. You can use although, even though and though at the beginning of a sentence or clause that has a verb. Notice where the commas go: Although / Even though / Though everyone played well, we lost the game. We lost the game, although / even though / though everyone played well.

You cannot use even on its own at the beginning of a sentence or clause instead of although, even though or though: Even everyone played well, we lost the game.

Although and though can also mean 'but', like however, which is more formal. They cannot all go in the same place in a sentence. Notice where the commas go: Everyone played well. However, we still lost the game | We still lost the game, however. Everyone played well. It should not be forgotten, however, that we still lost the game. Everyone played well, although / though we still lost the game. Everyone played well. We still lost the game, though. Note that you cannot use however in a sentence that begins with although, though or even though. Although everyone played well, however, we still lost the game.

# WHICH WORD?



Altogether and all together do not mean the same thing. Altogether means 'in total' or (inBrE) 'completely': We have invited fifty people altogether.  $\lozenge I$  am not altogether convinced by this argument.

All together means 'all in one place' or 'all at once': Can you put your books all together in this box?  $\Diamond$ Let's sing 'Happy Birthday'. All together now!

# WHICH WORD? answer / reply



#### Verhs

Answer and reply are the most common verbs used for speaking or writing as a reaction to a question, letter, etc.

Note that you answer a person, question or letter, not answer to them, but you reply to somebody or something: I'm writing to answer to your questions. \$\rightarrow I'm writing to reply to your questions. \$\rightarrow I'm writing to answer to your questions.

Although answer can be used with an object, it often sounds more natural without one: I knocked on the door but nobody answered. Reply is often used with the actual words spoken: 'I won't let you down,'he replied.

Respond is less common and more formal: The directors were unwilling to respond to questions.

You can only answer a door or a phone.

- see also REJOIN, RETORT

#### Nouns

Note the phrases in answer to and in reply to: I'm writing in answer to your letter.

- see also RÉSPONSE, REJOINDER, RETORT

## WHICH WORD?



Around and round can often be used with the same meaning in BrE, though around is more formal: The earth goes round/around the sun. \$\int They \text{live round/around the corner.} \$\int We travelled round/around India. \$\int She turned round/around when I came in. In AmE only around can be used in these meanings.

Around, round and about can also sometimes be used with the same meaning in *BrE: The kids were running around/round/about outside.*  $\lozenge I'$  ve been waiting around/round/about to see her all day. In *AmE* only around can be used in these meanings. About or around can be used in both *BrE* and *AmE* to mean 'approximately': *We left around/about 8 o'clock*.

as / like



You can use both as and like to say that things are similar.

Like is a preposition and is used before nouns and pronouns: He has blue eyes like me.

As is a conjunction and an adverb and is used before a clause, another adverb or a clause beginning with a preposition: She enjoys all kinds of music, as I do. ◇Repeat these five steps, as in the last exercise.

In informal English like is frequently used as a conjunction or an adverb instead of as: Nobody understands him like I do. ◇I don't want to upset him again like before. It is also used instead of as if ◇It looks like we're going to be late. These uses of like are common but are not considered correct in formal written English.

You will find more help on the use of as and like in the entries for particular verbs, such as act, behave, etc.

# WHICH WORD? as hamed / embarrassed



You feel ashamed when you feel guilty because of something wrong that you have deliberately done: You should be ashamed of treating your daughter like that. Do not use ashamed when you are talking about something that is not very serious or important: I am sorry that I forgot to buy the milk.  $\Diamond I$  am ashamed that I forgot to buy the milk.

You feel embarrassed when you have made a mistake or done something stupid or feel awkward in front of other people: I was embarrassed about forgetting his name.

### WHICH WORD?





Wake (up) is the most common of these verbs. It can mean somebody has finished sleeping: What time do you usually wake up? or that somebody or something has disturbed your sleep: The children woke me up. ◇I was woken (up) by the telephone.

The verb awake is usually only used in writing and in the past tense awoke: She awoke to a day of brilliant sunshine. Waken and awaken are much more formal. Awaken is used especially in literature:  $\Diamond The \ Prince$  awakened Sleeping Beauty with a kiss.

Awake is also an adjective: I was awake half the night worrying.  $\lozenge Is$  the baby awake yet? Waking is not used in this way.

Look also at ASLEEP and the verb SLEEP.



### WHICH WORD?

back / at the back / at the rear / behind



At the back and at the rear have a similar meaning, but at the rear is used more in formal or official language: What's that at the back of the fridge? \int Smoking is only allowed at the rear of the aircraft. It is more usual to talk about the back door of a house but the rear exit of an aircraft or public building. If something is behind something else it is near to the back of it but not part of it. Compare: Our room was at the back of the hotel. and There's a lovely wood just behind our hotel.

### WHICH WORD? baggage / luggage



Luggage is the usual word in BrE, but baggage is also used, especially in the context of the bags and cases that passengers take on a flight. In AmE baggage is usually used.

Both these words are uncountable nouns: Do you have a lot of luggage?  $\lozenge Two$  pieces of luggage have gone missing.  $\lozenge Never$  leave baggage unattended.

### WHICH WORD?

bath / bathe / swim / sunbathe



When you wash yourself you can say that you bath (BrE) or bathe (AmE), but it is much more common to say have a bath (BrE) or take a bath (AmE).

You can also bath (BrE) or bathe (AmE) another person, for example a baby.

You bathe a part of your body, especially to clean a wound.

When you go swimming it is old-fashioned to say that you bathe, and you cannot say that you bath or take a bath. It is more common to swim, go for a swim, have a swim or go swimming: Let's go for a quick swim in the pool.  $\Diamond$ She goes swimming every morning before breakfast. What you wear for this activity is usually called a swimming costume in BrE and a bathing suit in AmE.

When you lie in the sun in order to go brown you sunbathe.

They spent the day sunbathing and swimming.  $\Diamond take - a sunbath$ .

### WHICH WORD?

become / get / go / turn

turn ~ blue, sour, bad, red, cold



These verbs are used frequently with the following adjectives: become ~ involved, clear, accustomed, pregnant, extinct, famous, ill get ~ used to, better, worse, pregnant, tired, angry, dark go ~ wrong, right, bad, white, crazy, bald, blind

Become is more formal than get. Both describe changes in people's emotional or physical state, or natural or social changes.

Go is usually used for negative changes.

Go and turn are both used for changes of colour. Turn is also used for changes in the weather.

### WHICH WORD? begin / start



There is not much difference in meaning between begin and start, though start is more common in spoken English: What time does the concert start /begin?  $\lozenge She$  started/began working here three months ago. Begin is often used when you are describing a series of events: The story begins on the island of Corfu. Start, but not begin, can also mean 'to start a journey', 'to start something happening' or 'to start a machine working!: We'll need to start at 7.00.  $\lozenge Who$  do you think started the fire?  $\lozenge The$  car won't start.

You can use either an infinitive or a form with - *ing* after begin and start, with no difference in meaning: *I* didn't start worrying / to worry until she was 2 hours late.

After the forms beginning and starting, the -ing form of the verb is not normally used: It's starting /beginning to rain.

\(\Delta H's starting / beginning raining -)
\)

- see also COMMENCE



The preposition beside usually means 'next to something / somebody' or 'at the side of something / somebody': Sit here beside me. Besides means 'in addition to something': What other sports do you play besides hockey? Do not use beside with this meaning.

The adverb besides is not usually used on its own with the same meaning as the preposition. It is mainly used to give another reason or argument for something: I don't think I'll come on Saturday. I have a lot of work to do. Besides, I don't really like parties. She likes football. Besides, she likes tenis and basketball.

### WHICH WORD?

besides / apart from / except



The preposition besides means 'in addition to': What other sports do you like besides football? You use except when you mention the only thing that is not included in a statement: I like all sports except football. You can use apart from with both these meanings: What other sports do you like apart from football? ◇I like all sports apart from football.

⇒note at BESIDE

### WHICH WORD? big / large / great



These adjectives are frequently used with the following nouns:

big ~ man, house, car, boy, dog, smile, problem, surprise, question, difference

large ~numbers, part, area, room, company, eyes, family, volume, population, problem

great ~ success, majority, interest, importance, difficulty, problem, pleasure, beauty, artist, surprise

Large is more formal than big and should be used in writing unless it is in an informal style. It is not usually used to describe people, except to avoid saying 'fat'.

**Great** often suggests quality and not just size. Note also the phrases: a large amount of  $\diamondsuit a$  large number of  $\diamondsuit a$  large quantity of  $\diamondsuit a$  great deal of  $\diamondsuit a$  in great detail  $\diamondsuit a$  person of great age.

### WHICH WORD? blind / blindly



There are two adverbs that come from the adjective blind. Blindly means 'not being able to see what you are doing' or 'not thinking about something'. The adverb blind is mainly used in the context of flying and means 'without being able to see', 'using instruments only'.



These two words are often confused. You borrow something from someone else, while they lend it to you: Can I borrow your pen?  $\Diamond Can I$  borrow a pen from you?  $\Diamond Here$ , I'll lend you my pen.

### WHICH WORD? break / recess /interval / intermission / interlude / pause



All these words mean the short time when an activity stops before it starts again, but they are used in different situations.

A break is a rest during the working day: a lunch / coffee break  $\lozenge I'm$  exhausted - I need a break.

At school, children have break [U] (BrE) or recess [U] (AmE):

Come and see me at break/recess.

Recess is also the time when Parliament or Congress is officially not working, or when work stops in a court of law.

An interval (BrE) or intermission [C,U] (AmE) is the period between the parts of a play, concert, etc.: We had a quick drink in the interval

An interlude may be a short space of time between the parts of a play, etc., or a period of time during a longer activity when something different happens: Her time in Paris was a happy interlude in a difficult career.

Pause is often applied to speech: a pause for breath ♦ After a pause, she said 'Yes'.

### WHICH WORD?





There is no noun which is commonly used to refer to the people of British. Instead the adjective British is used: She's British.  $\lozenge The British$  have a very odd sense of humour. The adjective English refers only to people from England, not the rest of the United Kingdom.

The noun Briton is used mainly in newspapers: The survivors of the avalanche included 12 Britons. It also describes the early inhabitants of Britain: the ancient Britons. Brit is informal and can sound negative. Britisher is now very old-fashioned.

⇒note at SCOTTISH



# WHICH WORD?



The noun calm is usually used to talk about a peaceful time or situation: There was a short period of uneasy calm after the riot. It can also be used to describe a person's manner: She spoke with icy calm.Calmness is usually used to talk about a person: We admired his calmness under pressure.

can / may



Can and cannot (or can't) are the most common words used for asking for, giving or refusing permission: Can I borrow your calculator? ♦ You can come with us if you want to. ♦ You can't park your car there.

May (negative may not) is used as a polite and fairly formal way to ask for or give permission: May I borrow your newspaper? ♦ You may come if you wish. It is often used in official signs and rules: Visitors may use the swimming pool between 7 a.m. and 7 p.m. ♦ Students may not use the college car park. The form many't is almost never used in modern English.

## WHICH WORD?

care / take care of / look after / care for



You can take care of or, especially in BrE, look after someone who is very young, very old, or sick, or something that needs keeping in good condition: We've asked my mother to take care of/look after the kids while we're away. You can borrow my camera if you promise to take care of/look after it.

In more formal language you can also care for someone: She does some voluntary work, caring for the elderly, but care for is more commonly used to mean 'like': I don't really care for spicy food.

### WHICH WORD?

cause / reason / purpose



The cause of something is what makes it happen: We do not yet know the cause of the accident.

A reason explains something: He has given no reasons for his decision.  $\lozenge$ There are several reasons why this is my favourite book. You talk about the reason for (not the reason of) something, but the cause of (not the cause for) something.

The purpose of something you do is the reason for doing it, the thing that you hope to achieve: The purpose of the trip is to raise funds for the election campaign.

# WHICH WORD? cautious / careful



A cautious person is nervous that something may be dangerous or unwise, so they only do it very slowly or after a lot of thought. (opposite = rash)

A careful person is not nervous but does take extra care to make sure that everything is correct or nothing goes wrong. (opposite = careless)

People are now more cautious about buying luxuries.  $\lozenge I$  should be very **careful not to** annoy her.

Notice also:

Be careful / Take care when you drive on icy roads.

Caution / Warning - thin ice.

change / alter / modify / vary



Change has the most general use and describes any act of making something different: Marriage has changed her. ♦

The rules are always being changed.

Alter can be used instead of change, especially when you are talking about the differences between one time and another. It can sound more formal: Marriage has altered her. The rules are always being altered.

You also alter something by making a difference in its appearance, character or use: Some of my old dresses will have to be altered to fit me now. You cannot use change here.

Modify is more formal than change and suggests making something more suitable for a particular situation: Adults often modify their language when talking to young children. It is also the word you use when you are talking about making changes to the design of something: The design of the car has been modified for racing.

Vary describes something that changes often, especially so that it remains interesting and effective: I think you need to vary your diet a little more.

Change, alter and vary can also be used without an object: *You never change | alter. Opinions on this vary quite a lot.* 

# WHICH WORD? citizen / subject / national



These words all mean a person who has the rights given by a country or state to its people, for example the rights to vote and to live there permanently. Citizen is the most general word: American citizens living and working abroad After living in France for years, she eventually became a French citizen. Subject can be used when the state is ruled by a king or queen: a British subject. National is most often used when somebody is living in another country; diplomats and foreign nationals.

## WHICH WORD?



These adjectives are frequently used with the following nouns: classic ~ example, case, novel, work, car

classical ~ music, ballet, architecture, scholar, period

Classic describes something that is accepted as being of very high quality and one of the best of its kind: a classic movie / work. It is also used to describe a typical example of something: a classic example / mistake, or something elegant but simple and traditional: classic design.

Classical describes a form of traditional Western music and other things that are traditional in style: a classical composer ⋄a classical theory. It is also used to talk about things that are connected with the culture of Ancient Greece and Rome: a classical scholar ⋄classical mythology.

## WHICH WORD?





You can close and shut doors, windows, your eyes, mouth, etc.

Shut can suggest more noise and is often found in phrases such

Shut is also usually used for containers such as boxes, suitcases, etc.

as slammed shut, banged shut, snapped shut,

To talk about the time when shops, offices, etc. are not open.

use close or shut: What time do the banks close/shut?  $\diamondsuit$ A strike has shut the factory. You can also use closed or shut (AmE usually closed): The store is closed/shut today. Especially in AmE, shut can sound less polite.

Closed is used in front of a noun, but shut is not: a closed window.

We usually use closed about roads, airports, etc.: The road is closed because of the snow.

Close is also used in formal English to talk about ending a meeting or conversation.

# WHICH WORD? clothes / clothing



You use clothes [pl] to talk about the things that you wear: I'll just put on some clean clothes. You use clothing [U] to talk about clothes in general or a particular type of clothes: the clothing industry  $\lozenge$  protective clothing.

Note that there is no singular form of clothes. You can, however, talk about a piece / an item / an article of clothing. Note also the expression: I haven't got anything to wear (= any suitable clothes) for the party tonight.

⇒note at WEAR

# WHICH WORD?



The coast is usually a long stretch of land next to the sea, for example the part of a country that is next to the sea: We live on the coast.

The **shore** is the land at the edge of the sea or a Lake: We camped on the north shore of lake Michigan.  $\Diamond$ The survivors swam to shore.

The beach is the part of the shore which is often covered with sand and is where people go to enjoy themselves or to relax: We went for a walk along the beach.  $\Diamond$ She took the kids to the beach for the day.

In BrE, the seaside is sometimes used to mean an area on the coast where people go on holiday / vacation, but sea is now much more common for this. In both BrE and AmE seaside can be used in front of a noun: a seaside resort.

#### WHICH WORD?





These words have similar spellings but completely different meanings. If you compliment someone, you say something very nice to them: She complimented me on my English. If one thing complements another, the two things work or look better because they are together: The different flavours complement each other perfectly.

The adjectives are also often confused.

Complimentary: She made some very complimentary remarks about my English. It can also mean 'free'  $\lozenge$ There was a complimentary basket of fruit in our room. Complementary: The team members have different but complementary skills.

## WHICH WORD?



comprise / compose / consist of / constitute / make up / include

When you want to mention the different parts that something is formed from, you can say that something comprises, consists of, is composed of or is made up of a number of different things: The committee comprises / consists of two lawyers, two journalists and a teacher. You can also say is comprised of, though this use is often avoided in written English. It is not correct to use comprises of or is composed by / from.

When you mention first all the parts that together form the whole, constitute, compose and make up are used. Two lawyers, two journalists and a head teacher compose / constitute the committee. Comprise can be used in this way but is less common

You use include if you only mention some of the parts: The committee includes two lawyers.

These verbs are not used in the progressive tenses.

# WHICH WORD? condition / state



The following adjectives are frequently used with these nouns:

- ~ condition good, excellent, physical, poor, human, perfect, no. better
- ~ state present, current, mental, solid, no, emotional, physical, natural
- State is a more general word than condition and is used for the condition that something is in at a particular time. It can be used without an adjective: the present state of medical knowledge  $\lozenge$  We're worried about his mental state.  $\lozenge$  What a state this room is in (= very bad).
- Condition is used with an adjective and refers especially to the appearance, quality or working order of somebody or something: The car is in excellent condition.

# WHICH WORD?



These adjectives are frequently used with the following nouns: continuous ~ process, employment, flow, line, speech, supply continual ~ change, problems, updating, questions, pain, fear Continuous describes something that continues without stopping. Continual usually describes an action that is receated again and again.

The difference between these two words is now disappearing. In particular, continual can also mean the same as continuous and is used especially about undesirable things: Life was a continual struggle for them. However, continuous is much more frequent in this sense.

# WHICH WORD?



Country is the most usual, neutral word for a geographical area that has or used to have its own government.

State emphasizes the political organization of an area under an independent government. Especially in BrE, it can also mean the government: the member states of the  $EU \diamondsuit The \ state \ provides \ free \ education$ . In AmE the state usually refers to one of the 50 states of the US, not to the government of the country as a whole.

# WHICH WORD?



All these words can be used to refer to a place where legal trials take place. Court and (formal) court of law usually refer to the actual room where cases are judged. Courtroom is also used for this. Law court (BrE) is more often used to refer to the building: The prison is opposite the law court. Courthouse is used for this in AmE.

# WHICH WORD?



A customer is someone who buys goods or services from a shop / store or business, or who uses a bank. A client pays to use the services or advice of a professional person, such as a lawyer or designer, or an organization.

Customer is increasingly being used now instead of other words such as 'passenger' to suggest that the passenger, etc. has more power or choice than they used to.





The adverbs deep and deeply can both mean 'a long way down or into something'. Deep can only mean this and is more common than deeply in this sense. It is usually followed by a word like into or below: We decided to go deeper into the jungle.

Deeply usually means 'very much': deeply in love deeply shocked. You can use deep down (but not deeply) to talk about a person's real nature: She can seem stern, but deep down she's a very kind person. She can seem stern, but deeply she's a very kind person.

# WHICH WORD? degree / certificate / diploma



- A degree is usually the qualification that you get by completing a course of study at a college or university: a bachelor's degree  $\lozenge I$  got my degree in 1987. In BrE it can also mean the course itself: She's doing a physics degree.
- Diploma and certificate are both words for official documents that show you have done or achieved something. Diploma is used for degrees and other courses of study but certificate can be more general: a High School diploma  $\lozenge a$  degree certificate  $\lozenge a$  certificate of attendance  $\lozenge a$  swimming certificate.
- In *BrE* the qualification or course of study can also be called a diploma or a certificate: a two-year diploma course ⟨⟨I'm studying for the First Certificate in English.

# WHICH WORD?



- Disabled is the most generally accepted term to refer to people with a permanent illness or injury that makes it difficult for them to use part of their body completely or easily. Handicapped is slightly old-fashioned and many people now think it is offensive. People also now prefer to use the word disability rather than handicap. The expression disabled people is often preferred to the disabled because it sounds more personal.
- Disabled and disability can be used with other words to talk about a mental condition: *mentally disabled*\(\trianglelefter{learning}\) disabilities.
- If somebody's ability to hear, speak or see has been damaged but not destroyed completely, they have impaired hearing / speech / sight (or vision). They can be described as visually / hearing impaired or partially sighted: The museum has special facilities for blind and partially sighted visitors.

discover / invent / find out / learn / know



- If you **invent** something, you make or design something that did not exist before.
- If you discover something, you find something that already exists or learn about it for the first time, before anyone else does: Who discovered America?
- You can also discover a piece of information that other people knew but you didn't: When did you discover that she's married?
- If you learn something, you come to know it by study or enquiry: learning new vocabulary.
- You can **find** something **out** either by chance or by study or enquiry: When did you find out that she's married?
- If you know something, you have that knowledge or information in your mind: I couldn't find out what the word meant as it wasn't in my dictionary, but John told me, so now I know it.

# WHICH WORD?



There is very little difference between these two words, but distrust is more common and perhaps slightly stronger. If you are sure that someone is acting dishonestly or cannot be relied on, you are more likely to say that you distrust them. If you are expressing doubts and suspicions, on the other hand, you would probably use mistrust.

# WHICH WORD?



These adjectives are frequently used with the following nouns:

double ~ bed, doors, figures, standards, thickness

dual ~ purpose, function, role, approach, citizenship

Dual describes something that has two parts, uses or aspects.

Double can be used with a similar meaning, but when it is used to describe something that has two parts, the two parts are usually the same or very similar.

Double, but not dual, can describe something that is made for two people or things or is twice as big as usual.



## WHICH WORD?

earth / floor / ground / soil / land

②

To talk about our planet, use the earth.

For the surface of the earth that is not the sea or the sky, use earth, land or ground: The parachute floated gently down to earth.  $\lozenge$ We did not see land again until the ship reached Australia.  $\lozenge$ a plane 2 500 feet above the ground.

For the hard surface you walk on, use ground outside and floor inside: He flung his bike to the ground and rushed inside.  $\Diamond$ Her clothes were just lying on the floor.

Trees and plants grow in soil, earth (BrE), or dirt(AmE): These plants prefer alkaline soil.  $\diamond$ We filled a few trays with earth/dirt and planted the seeds. What you buy in bags to put your plants or seeds in is usually called compost or soil. Ground is an area of soil:  $\diamond$ Gertile/soft ground  $\diamond$ a piece of ground where the kids play.

economic / economical



- Economic means 'connected with the economy of a country or an area, or with the money that a society or an individual has': the government's economic policy  $\Diamond$ the economic aspects of having children.
- see also ECONOMY 1
- Economical means 'spending money or using something in a careful way that avoids waste': It is usually economical to buy washing powder in large quantities.
- see also ECONOMY 3

## WHICH WORD?

electric / electrical



These adjectives are frequently used with the following nouns: electric ~ light, guitar, drill, chair, shock

electrical ~ equipment, wiring, signal, engineer, shock

Electric is usually used to describe something that uses or produces electricity. You use electrical with more general nouns such as equipment and wiring and things that are concerned with electricity: an electrical fault. However, the distinction is not always so clear now: an electric / electrical company  $\lozenge$  an electric electrical current  $\lozenge$  an electric / electrical shock.

# WHICH WORD employ / take on



- If a company employs a person, he or she is working on the staff of the company or is paid to do some work for them: The company employs 1200 people.  $\Diamond$ He was employed as an electrician at the shipyard.
- In BrE you can also say that a company takes someone on when the company starts to employ them: Business has been so good that we've had to take on more staff. In AmE the word hire would be used.

## WHICH WORD



enough / adequate / sufficient / satisfactory / acceptable / will do

Enough is the usual word that you use to say that you have as much as you need of something: Five copies should be enough. Oo you have enough money? We haven't got enough time.

Adequate and sufficient have the same meaning but are very formal. In informal English you can use will do: Can you lend me some money? Ten pounds will do.

If you are talking about the quality of something, you can say that it is good enough: Is the light good enough to take photos? In formal language you can also say that it is adequate, satisfactory or acceptable. These words on their own may suggest that something is only just good enough and could be better. Compare: This piece of work is satisfactory and This piece of work is very satisfactory.

In informal English you can use will do, but it can also mean 'only just': Will this do?  $\Diamond$  It isn't very good but it'll do.

entrance / entry / admission



Both entrance and entry can be used to mean the act of going into a room or building: She looked up at the sound of my entrance / entry.

Entrance, entry and admission all mean the right to enter a place: We were refused entrance/entry/admission.

Entrance, entry and admission are also used for the right to join a club, an institution or a group: an entrance exam  $\diamond$  entry requirements  $\diamond$  selecting students for admission.

The physical way in to a building is an entrance (AmE also entryway): I'll meet you at the entrance.

# WHICH WORD? especially / specially



- Especially usually means 'particularly': She loves all sports, especially swimming. It is not placed first in a sentence: I especially like sweet things. 

  Especially like sweet things.
- Specially usually means 'for a particular purpose' and is often followed by a past participle, such as designed, developed or made: a course specially designed to meet your needs \$\infty\$She has her clothes specially made in Paris.
- In BrE, especially and specially are often used in the same way and it can be hard to hear the difference when people speak. Specially is less formal: I bought this especially/specially for you.  $\Diamond It$  is especially/specially important to remember this.

The adjective for both especially and specially is usually special.

### WHICH WORD?



event / occurrence / incident / happening

All these words describe something that happens.

An event is often something important or interesting: I'll never forget the terrible events of that summer. It can refer to something such as a concert, festival or sports competition: The tourist guide lists the major events in the town throughout the year.

Occurrence is a formal word and is usually used, with words like common or rare, to talk about how often something happens: Divorce has become a common occurrence in this country.

An incident is often something not very important but that you remember because it is unusual or unpleasant: The movie is based on a real-life incident. It can also refer to a crime or an accident: The police reported several thefts and one violent incident.

Happening is used to describe something unusual or strange: strange happenings in the town.

### WHICH WORD?

exam / examination / test / quiz



Exam is the usual word for a written, spoken or practical test at school or college, especially an important one that you need to do in order to get a qualification. Examination is a very formal word. A test is something that students might be given in addition to, or sometimes instead of, regular exams, to see how much they have learned. A very short informal test is called a quiz in AmE. Quiz in both AmE and BrE also means a contest in which people try to answer question: a trivia quiz  $\lozenge a$  quiz show.

#### expect / wait for / hope / look forward to



- If you expect something, you think that it will or is likely to happen: I'm expecting him to arrive soon. If you wait for sth, you stay somewhere or pass the time until something happens: I'm waiting for him to arrive. Waiting describes what you are doing, usually for a short time, until something happens: \$\times I'll wait for you outside the hotel. \$\times I'll wait for you been waiting to see the identist?
- Expecting suggests that you think something will happen in the future: The fall in profits had been expected.  $\lozenge$ We weren't expecting it to rain.
- You use hope, not expect, to say that you want something to happen: I hope you will have a good party.  $\diamond I$  expect you will have a good party.
- You use **look forward to** when you are feeling happy and excited about something that you expect to happen: *I'm looking forward to your visit*. At the end of a letter, use look forward to, not expect: *I look forward to your reply*. 

  \[ \int \left{I-expect your reply}. \]



### WHICH WORD?

### farther / further / farthest / furthest



These are the comparative and superlative forms of far.

To talk about distance, use either farther, farthest or further, furthest. In BrE, further, furthest are the most common forms and in AmE, further and farthest: I have to travel further/farther to work now.

To talk about the degree or extent of something, further/furthest are usually preferred: Let's consider this point further.

Further, but not farther, can also mean 'more' or 'additional': *Are there any further questions?* This sounds very formal in *AmE*.

### WHICH WORD?





These adjectives are frequently used with the following nouns:

fast ~ car, train, bowler, grower, pace, lane

quick ~ glance, look, reply, decision, method, way

rapid ~ change, growth, increase, decline, progress, development

Fast is used especially to describe a person or thing that moves or is able to move at great speed.

Quick is more often used to describe something that is done in a short time or without delay.

Rapid, swift and speedy are more formal words.

- Rapid is most commonly used to describe the speed at which something changes. It is not used to describe the speed at which something moves or is done: a rapid train \( \rightarrow We had a rapid coffee. \)
- Swift usually describes something that happens or is done quickly and immediately: a swift decision  $\Diamond$ The government took swift action.
- Speedy has a similar meaning: a speedy recovery. It is used less often to talk about the speed at which something moves: a speedy car.

For the use of fast and quick as adverbs, see the usage note at quick.

# WHICH WORD? firstly / first of all / at first



- Firstly and first (of all) are used to introduce a series of facts, reasons, opinions, etc.: The brochure is divided into two sections, dealing firstly with basic courses and secondly with advanced ones. Firstly is more common in BrE than in AmF
- At first is used to talk about the situation at the beginning of a period of time, especially when you are comparing it with a different situation at a later period: Maggie had seen him nearly every day at first. Now she saw him much less

# WHICH WORD?



- In front of can mean the same as outside but not opposite: I'll meet you in front offoutside your hotel. \(\rightarrow There's a bus stop in front of the house (= on the same side of the road). \(\rightarrow There's a bus stop opposite the house (= on the other side of the road).
- In/at the front (of sth) means 'in the most forward part of something': The driver sits at the front of the bus.  $\Diamond Put$  the shortest flowers in the front (of the bunch).



# WHICH WORD?



The noun good means actions and behaviour that are morally right. You can talk about a person doing good: The charity does a lot of good.  $\Diamond$  the difference between good and evil.

Goodness is the quality of being good. You can talk about a person's goodness: Her goodness shone through.



# WHICH WORD? happen / occur / take place



- Happen is the usual word that you use to refer to events that are not planned or expected: You look terrible - what's happened? The word is also used to talk about one event resulting from another: What happened when you told him the news?
- Occur meaning 'happen' is used only in formal situations: Police report that the accident occurred at about 9.30 p.m.
- Take place is also quite formal and is usually used to talk about an event that has been planned or arranged or when people take an active part in sth: The festival takes place in July every year. ♦Filming took place in Ireland. In informal language you would probably say: The festival is in July every year. The movie was filmed in Ireland.

### WHICH WORD? hard / hardly



- The adverb from the adjective hard is hard: I have to work hard today.  $\lozenge$ She has thought very hard about her future plans.  $\lozenge$ It was raining hard outside.
- Hardly is an adverb meaning 'almost not': I hardly ever go to concerts.  $\lozenge I$  can hardly wait for my birthday. It cannot be used instead of hard: I've been working hardly today:  $\lozenge She$  has thought very hardly about her future plans.  $\lozenge I$ t was raining hardly outside.

⇒note at HARDLY

# WHICH WORD? hardly / scarcely / barely / no sooner



Hardly, scarcely and barely can all be used to say that something is only just true or possible. They are used with words like any and anyone, with adjectives and verbs, and are placed between can, could, have, be, etc. and the main part of the verb: They have sold scarcely any copies of the book. ♦ I barely recognized her. ♦ His words were barely

audible. \(\right)I\) can hardly believe it. \(\right)I\) hardly can believe it.

Hardly, scarcely and barely are negative words and should not be used with *not* or other negatives: *1-can*?

-hardly believe it-

You can also use hardly, scarcely and barely to say that one thing happens immediately after another: We had hardly I scarcely I barely sat down at the table, when the phone rang. In formal, written English, especially in a literary style, these words can be placed at the beginning of the sentence and then the subject and verb are turned around: Hardly I Scarcely had we sat down at the table, when the phone rang. Note that you usually use when in these sentences, not than. You can also use before: I scarcely had time to ring the bell before the door opened. No sooner can be used in the same way, but is always used with than: No sooner had we sat down at the table than the phone rang.

Hardly and scarcely can be used to mean 'almost never', but barely is not used in this way: She hardly (ever) sees her parents these days. ♦She barely sees her parents these days.

# WHICH WORD?



These two words have a similar meaning. Hatred is more often used to describe a very strong feeling of dislike for a particular person or thing: Her deep hatred of her sister was obvious.  $\lozenge a$  cat's hatred of water. Hate is more often used when you are talking about this feeling in a general way: a look of pure hate  $\lozenge people$  filled with hate.

#### WHICH WORD? healthy / well



**Healthy** describes a person who is rarely ill or things that are good for your health: *a healthy child / diet / lifestyle*.

Well describes your health on a particular occasion: I'm sorry to hear you were not well yesterday You're looking well. ♦ I hope you'll feel better soon.

#### WHICH WORD?



help / aid / assist / attend / be present / participate

help / aid / assist / attend

Help, aid and assist have similar meanings. Help is much more common than the other two: How can I help you? ♦ Could you help me move this table? ♦ She's been helping Rick with his homework.

Aid is used in formal writing: Three men have been charged with aiding his escape. It is also often used in the context of giving money: The project has been greatly aided by the generosity of local businesses.

Assist is used more in written or formal contexts. It often suggests that someone is doing some of the simpler parts of the job to make it easier for the person who is doing the more difficult things: She had to be assisted off the plane. The successful applicant will assist the publicity manager.

Do not use assist to mean 'attend' or 'go to': I want to attend I go to your school next July. \(\sigma\) want to assist to \(\text{att-your school next July}\). We assisted at the concert last Saturday means 'We helped to organize the concert.' Use: We went to the concert last Saturday.

### Attend / Be present / Participate

These words are all formal and are not often used in conversation

If you attend a concert, you go to it. If you attend a school or class, you regularly go there.

If you are present at an event, you are there when it happens: The manager was not present at the meeting.

To participate in an event means to take an active part in it, not just to be there: I hope everyone will participate in this discussion.

#### WHICH WORD? high / tall



High is used to talk about the measurement from the bottom to the top of something: The fence is over five metres high.  $\Diamond$ He has climbed some of the world's highest mountains. You also use high to describe the distance of something from the ground: How high was the plane when the engine failed?

Tall is used instead of high to talk about people: My brother's much taller than me. Tall is also used for things that are high and narrow such as trees: She ordered cold beer in a tall glass.  $\diamond$ tall factory chimneys. Buildings can be high or tall.

## WHICH WORD?



Historic is usually used to describe something that is so important that it is likely to be remembered: Today is a historic occasion for our country. Historical usually describes something that is connected with the past or with the study of history, or something that really happened in the past: I have been doing some historical research. \( \times \) Was Robin Hood a historical figure?

# Ι

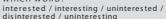
# WHICH WORD? infer / imply



Infer and imply have opposite meanings. The two words can describe the same event, but from different points of view. If a speaker or writer implies something, they suggest it without saying it directly: The article implied that the pilot was responsible for the accident. If you infer something from what a speaker or writer says, you come to the conclusion that this is what he or she means: I inferred from the article that the pilot was responsible for the accident.

Infer is now often used with the same meaning as imply. However, many people consider that a sentence such as *Are you inferring that I'm a liar?* is incorrect, although it is fairly common in speech.

## WHICH WORD?





The opposite of interested is uninterested or not interested: He is completely uninterested in politics.  $\lozenge I$  am not really interested in politics.

Disinterested means that you can be fair in judging a situation because you do not feel personally involved in it: A solicitor can give you disinterested advice. However, in speech it is sometimes used instead of uninterested, although this is thought to be incorrect.

The opposite of interesting can be uninteresting: *The food was dull and uninteresting*. It is more common to use a different word such as dull or boring.



## WHICH WORD? journey / travel / trip



#### Nouns

Journey = an act of travelling from one place to another. In BrE it can be long, or short but regular: to go on a 6000mile journey ♦How long is your journey to work?

Trip = a journey to a place and back, especially for a short visit: to go on a trip to Disneyland  $\Diamond a$  business trip.

In AmE trip is used instead of journey for a short distance: The trip takes about 45 minutes.

Travel is an uncountable noun that means the general act of travelling: She loves travel.  $\Diamond The \ price \ includes \ air travel.$ 

Travels [pl] means several journeys to other places or countries, especially far away.

#### Verbs

To travel puts emphasis on the journey itself: to travel abroad  $\Diamond I$  usually travel by air.

If you are thinking more about the place you are going to than the journey itself, use to go: I'm going to Italy on Friday.  $\diamond$  Do you go to New York often?  $\diamond$  I'm travelling to Italy on Friday.  $\diamond$  Do you travel to New York often?

- see also EXCURSION, TOUR, VOYAGE,



## WHICH WORD? landscape / scenery / countryside



The following adjectives are frequently used with these nouns:

- ~ landscape English, rural, natural, flat, bleak, urban
- ~ scenery beautiful, mountain, spectacular, dramatic, breathtaking, coastal
- ~ countryside surrounding, English, open, beautiful, rolling, unspoilt

The landscape [C] of an area is the way its physical features are arranged: Mountains dominate the Welsh landscape.  $\Diamond$  an urban landscape.

You use scenery [U] when you are saying that these physical features are attractive to look at: We stopped to admire the scenery.

The country / countryside [U] describes land that is away from towns and cities: When I was a child, I spent a lot of time in the country. \( \shi a \) country house I park I road \( \shi \) the surrounding countryside. The country is more common in this sense but countryside is used especially in official language or when it would not be clear which sense of country is meant: the Wildlife and Countryside Act.

#### WHICH WORD? last / take



Last and take are both used to talk about the length of time that something continues.

Last is used to talk about the length of time that an event continues: How long do you think this storm will last?  $\Diamond The$ movie lasted over two hours. Last does not always need an expression of time: His annoyance won't last. Last is also used to say that you have enough of something: We don't have enough money to last until next month.

Take is used to talk about the amount of time you need in order to go somewhere or do something. It must be used with an expression of time: It takes (me) at least an hour to get home from work. Show long will the flight take? The water took ages to boil.

#### WHICH WORD? lastly / at last



Lastly is used to introduce the last in a list of things or the final point you are making: Lastly, I would like to thank my parents for all their support.

At last is used when something happens after a long time, especially when there has been some difficulty or delay: At last, after twenty hours on the boat, they arrived at their destination. You can also use finally, eventually or in the end with this meaning, but not lastly.

#### WHICH WORD? lawful / legal



Lawful and legal can both mean 'allowed by law': by lawful/legal means. Lawful tends to be used in technical or literary contexts. The same is true of the opposites, unlawful and illegal, but illegal is used especially about criminal activities. Legal also means 'connected with the law': the US legal system.

## WHICH WORD?



lawyer / barrister / advocate / attorney / solicitor

Lawyer is a general term for a person who is qualified to advise people about the law, to prepare legal documents for them and/or to represent them in a court of law.

In England and Wales, a lawyer who is qualified to speak in the higher courts of law is called a barrister. In Scotland a barrister is called an advocate

In AmE attorney is a more formal word used for a lawyer and is used especially in job titles: district attorney.

Counsel is the formal legal word used for a lawyer who is representing someone in court: counsel for the prosecution.

Solicitor is the BrE term for a lawyer who gives legal advice and prepares documents, for example when you are buying a house, and sometimes has the right to speak in a court of law

In AmE solicitor is only used in the titles of some lawyers who work for the government: Solicitor General.

#### WHICH WORD? light / lighting



The noun light has several different meanings and is used in many phrases. Lighting can only be used to talk about the type of light in a place or how lights are used to achieve a particular effect: the lighting system  $\diamond$ the movie's interesting lighting effects  $\diamond$ The lighting at the disco was fantastic.

#### WHICH WORD? long / (for) long / (for) a long time



Both (for) long and (for) a long time are used as expressions of time. In positive sentences (for) a long time is used: We've been friends a long time. (For) long is not used in positive sentences unless it is used with too, enough, as, so, seldom, etc.: I stayed out in the sun for too long. \sqrt{you've} been waiting long enough. Both (for) long and (for) a long time can be used in questions, you but (for) long is usually preferred: Have you been waiting long?

In negative sentences (for) a long time sometimes has a different meaning from (for) long: Compare: I haven't been here for a long time (= It is a long time since the last time I was here) and I haven't been here long (= I arrived here only a short time ago).

#### WHICH WORD?





Loudly is the usual adverb from the adjective loud: The audience laughed loudly at the joke.

Loud is very common as an adverb in informal language. It is nearly always used in phrases such as loud enough, as loud as or with too, very, so, etc.: Don't play your music too loud. \$\rightarrow\$1 should as I could.

**Louder** is also used in informal styles to mean 'more loudly': Can you speak louder?

Out loud is a common adverb meaning 'so that people can hear': Can you read the letter out loud?  $\Diamond He$  laughed out loud at his own joke. Aloud has the same meaning but is fairly formal. It can also mean 'in a loud voice'.



#### WHICH WORD? many / a lot of / lots of



- Many is used only with countable nouns. It is used mainly in questions and negative sentences: Do you go to many concerts?  $\diamond$  How many people came to the meeting?  $\diamond$ I don't go to many concerts. Although it is not common in statements, it is used after so, as and too: You made too many mistakes.
- In statements a lot of or lots of (informal) are much more common: I go to a lot of concerts.  $\lozenge$ 'How many CDs have you got?' 'Lots!' However, they are not used with measurements of time or distance: I stayed in England many | quite a few | ten weeks.  $\lozenge$ | Istayed in England a lot of weeks. When a lot of | lots of means 'many', it takes a plural verb: Lots of people like Italian food. You can also use plenty of (informal)  $\lozenge$ Plenty of stores stay open late. These phrases can also be used in questions and negative sentences.
- A lot of / lots of is still felt to be informal, especially in BrE, so in formal writing it is better to use many or a large number of in statements.

⇒note at MUCH

#### WHICH WORD? much / a lot of / lots of



- Much is used only with uncountable nouns. It is used mainly in questions and negative sentences: Do you have much free time?  $\diamond$  How much experience have you had?  $\diamond$ I don't have much free time.
- In statements a lot of or lots of (informal) is much more common: 'How much (money) does she earn?' 'A lot!' You can also use plenty of. These phrases can also be used in questions and negative sentences.
- A lot of / lots of is still felt to be informal, especially in  $\mathit{BrE}$ , so in formal writing it is better to use much, a great deal of or a large amount of.
- Very much and a lot can be used as adverbs: I miss my family very much. \( \rightarrow I miss very much \text{ my family.} \) I miss my family a lot. \( \rightarrow Thanks a lot. \) In negative sentences you can use much: I didn't enjoy the film (very) much.

⇒note at MANY

## Ν

## WHICH WORD?



Both these words can be used to mean 'not covered with clothes' and are frequently used with the following nouns:

naked ~ body, man, fear, aggression, flame

bare ~ feet, arms, walls, branches, essentials

Naked is more often used to describe a person or their body and bare usually describes a part of the body.

Bare can also describe other things with nothing on them: bare walls  $\diamondsuit a$  bare hillside. Naked can mean 'without a protective covering': a naked sword.

Bare can also mean 'just enough': the bare minimum. Naked can be used to talk about strong feelings that are not hidden: naked fear. Note also the idiom: (visible) to / with the naked eye.

#### WHICH WORD? narrow / thin



These adjectives are frequently used with the following nouns:

narrow ~ road, entrance, bed, stairs, majority, victory, range

thin ~ man, legs, ice, line, layer, material, cream

Narrow describes something that is a short distance from side to side. Thin describes people, or something that has a short distance through it from one side to the other.

Thin is also used of things that are not as thick as you expect. Narrow can be used with the meanings 'only just achieved' and 'limited'.

## WHICH WORD?





The adjectives near and close are often the same in meaning, but in some phrases only one of them may be used: the near future  $\lozenge a$  near neighbour  $\lozenge a$  near miss  $\lozenge a$  close contest  $\lozenge a$  close encounter  $\lozenge a$  close call. Close is more often used to describe a relationship between people: a close friend  $\lozenge close$  family  $\lozenge close$  links. You do not usually use near in this way.

## WHICH WORD?



(The) next means 'after this/that one' in time or in a series of events, places or people: When is your next appointment?  $\lozenge$  Turn left at the next traffic lights.  $\lozenge$  Who's next? (The) nearest means 'closest' in space: Where's the nearest supermarket?

Notice the difference between the prepositions nearest to and next to: Janet's sitting nearest to the window (= of all the people in the room). Sarah's sitting next to the window (= right beside it). In informal BrE nearest can be used instead of nearest to: Who's sitting nearest the door?

## WHICH WORD?

noise / sound



Sound is a general word for anything you hear: strange sounds and smells  $\diamond$ She could hear the sound of children laughing. Do not use words like much or a lot of with sound.

Noise is usually loud and unpleasant: What a terrible noise! It can be uncountable: Try not to make so much noise.

Racket and din (especially *BrE*) are informal words for a loud unpleasant noise that continues for a time: *Who's making all that racket?* ♦ *What a terrible din!* 



Normal is used to describe something that is what you would expect and is the same as others of the same type: We are open during working hours. Some temperature is back to normal.

Usual has a similar meaning and is used especially to talk about something that happens or is done most of the time or in most cases: I'll see you at the usual time. She had all the usual teenage problems.

With ordinary you are often making a contrast with something else that is unusual or special in some way: It began as just an ordinary Saturday, but soon became a day I would never forget. \$\infty\$He was clearly no ordinary student.



## WHICH WORD?



The usual comparative and superlative forms of old are older and oldest: My brother is older than me.  $\diamondsuit The$  palace is the oldest building in the city. In BrE you can also use elder and eldest when comparing the ages of people, especially members of the same family, although these words are not common in speech now. As adjectives they are only used before a noun and you cannot say 'elder than': my older / elder sister  $\diamondsuit$  the elder / older of their two children  $\diamondsuit I'm$  the eldest / oldest in the family.

## WHICH WORD?





When you are talking about wanting somebody to do something, the usual word to use is tell: He told me to phone back today.  $\lozenge I$  was told to get my hair cut.  $\lozenge I$  want times have I told you to hang up your clothes?  $\lozenge I$  we told the builder to finish the job as quickly as possible. Ask sounds a little more polite: He asked me to phone back.  $\lozenge I$  we asked the builders to finish the job as quickly as possible.

Instruct is more formal and is often used in official situations: Patients were instructed to follow the diet exactly.

Order is a stronger word and used when people in a position of authority or power expect you to obey them:  $\Diamond A \ police \ officer \ ordered \ me \ to \ get \ out \ of \ the \ car.$ 

Command is used mainly in military situations.



# WHICH WORD?



Partly and partially both mean 'not completely': The road is partly/partially finished. Partly is especially used to talk about the reason for something, often followed by because or due to: I didn't enjoy the trip very much, partly because of the weather. Partially should be used when you are talking about physical conditions: His mother is partially blind.

# WHICH WORD? peace / peacefulness



The noun peace can be used to talk about a peaceful state or situation: world peace  $\lozenge I$  just need some peace and quiet. Peacefulness is not a common word. It means 'the quality of being peaceful'.

#### persuade / convince



The main meaning of persuade is to make someone agree to do something by giving them good reasons for doing it: I tried to persuade her to see a doctor. The main meaning of convince is to make someone believe that something is true: He convinced me he was right.

It is quite common, however, for each of these words to be used with both meanings, especially for convince to be used as a synonym for persuade: I persuaded | convinced her to see a doctor. Some speakers of BrE think that this is not correct.

## WHICH WORD?

place / space / room



Place, space, and room all describe an area in a room, building, vehicle, etc. which can be occupied by somebody or something.

Place is a countable noun. It is used to talk about a particular area where you can sit, work, sleep, etc:  $\Gamma$  m looking for a place to stay.  $\Diamond$  Will you save me a place in the classroom?

In BrE place cannot be used with no or any, but in AmE it can. There is nowhere to park. (BrE, AmE)  $\Diamond$ There's no place to park (AmE only)  $\Diamond$ I couldn't find anywhere to stay. (BrE, AmE)  $\Diamond$ I couldn't find any place to stay. (AmE only)

Space and room are used as uncountable nouns to talk about an empty area: The wardrobe takes up too much room.  $\lozenge$  There isn't enough space for another chair.

#### WHICH WORD?

possibility / occasion / opportunity / chance



Occasion, opportunity and chance all mean a time when it is possible to do something. Possibility and chance are used to suggest that something might happen.

Occasion suggests a time that is right or suitable for an activity: A wedding is an occasion for celebration.

Opportunity and chance suggest it is possible for you to do something because the circumstances are good or lucky at the time: I had the opportunity to spend a year in Paris while I was a student.  $\Diamond I$  hope you get the chance to relax this weekend.

Possibility. Note that you cannot say a/the possibility to do sth: \$\int Inda \text{thed the possibility to spend a year in Paris while I was a student: Possibility means the fact that something might happen or be true and is used with of or that: There is a possibility that I might go to Paris to study for a year. Chance can also be used in this way: I have a good chance of being promoted.

price / cost / charge



The nouns price and cost both mean the amount of money you need to buy something. Price is generally used of objects which you can buy and sell: the price of eggs/cars oil prices. Cost usually relates to services or processes and can also be used when you are talking about prices in general without mentioning an actual sum of money: the cost of getting married oproduction costs othe cost of living.

Charge is the amount of money you are asked to pay for using something or for a service: electricity charges ♦ bank/interest charges ♦ There's no charge for parking here.

Price, cost and charge are also verbs: The tickets were priced at £25. ♦Our trip didn't cost very much.♦How much do they charge for a pizza?



# WHICH WORD? quick / quickly / fast



Quickly is the usual adverb from quick: I quickly realized that I was on the wrong train.  $\Diamond My$  heart started to beat more quickly.

Quick is sometimes used as an adverb in very informal language, especially as an exclamation: Come on! Quick! They'll see us! Quicker is used more often: My heart started to beat much quicker.  $\lozenge$ The quicker I get you away from here, the better.

Fast is more often used when you are talking about the speed that somebody or something moves at: How fast can a cheetah run?  $\diamond$  Can't you drive any faster?  $\diamond$  You're-driving too quickly.  $\diamond$  There is no word fastly.

⇒note at SOON

## WHICH WORD?

quite / fairly / rather / pretty



The exam was fairly difficult.

The exam was quite difficult.

The exam was rather difficult.

Quite is a little stronger than fairly and rather is a little stronger than quite. Rather is not very common in AmE; pretty has the same meaning and this is used in informal BrE too: The exam was pretty difficult.

In BrE quite has two meanings: I feel quite tired today (=fairly tired). With adjectives that describe an extreme state ('non-gradable' adjectives) it means 'completely' or 'absolutely': I feel quite exhausted. With some adjectives, both meanings are possible. The speaker's stress and intonation will show you which is meant: Your essay is 'quite good (= fairly good - it could be better); Your essay is quite 'good (= very good, especially when this is unexpected).

In AmE quite usually means something like 'very', not 'fairly' or 'rather'. Pretty is used instead for this sense.







There is a difference between real and true in their main meanings. Something that is real actually exists or happens and is not imagined: Was it real or was it a dream? Something is true if it agrees with the known facts and is not invented: Is the news true?  $\Diamond$  a movie based on a true story.

In some other meanings, both words can be used. For example, you can use either real or true to talk about what is actually the case when this is different from what appears to be the case: Tell me the real reason why he resigned.  $\lozenge$  He seems quiet but reveals his true character on the football field. You can also use either word to talk about an example of something that has all the important qualities it should have: She was his first real girlfriend.  $\lozenge$  This job will be a true test of the new system.

#### WHICH WORD?



reason / explanation / excuse / pretext / grounds

- A reason is the cause of something or something that explains why a particular thing has happened: His reason for resigning was that he was under stress. She didn't give a reason for her decision. Police cannot name the man for legal reasons.
- If you describe something as an explanation rather than a reason, you may simply be repeating what someone has said: His explanation for resigning was that he was under stress (= that is what he said and it may or may not be true).
- An excuse may be true or invented and is a reason that you give to explain or defend your behaviour. If you call something an excuse you may not believe that it is true or you may think that it is not a good enough reason: What's your excuse for being late this time?
- A pretext is a false reason that someone gives for doing something in order to hide the real reason: He got into the house on the pretext of checking the gas (= but he really wanted to steal something).
- The grounds for something are the reasons for doing, saying or believing it, especially in a formal or legal situation: I left my job on medical grounds.  $\Diamond$ She had good grounds for divorce

# WHICH WORD? regretfully / regrettably



Regretfully and regrettably can both be used as sentence adverbs to show that you are sorry about something and wish the situation were different: Regretfully, some jobs will be lost.  $\lozenge$ Regrettably, some jobs will be lost.

Regretfully can also be used to mean 'in a way that shows you are sad or disappointed about something': *He sighed regretfully*.

# WHICH WORD? right / rightly



Right and rightly can both be used as adverbs. In the sense 'correctly' or 'in the right way', right is the usual adverb. It is only used after verbs: *He did it right*. ♦*Did I spell your name right*? Rightly cannot be used like this. In formal language correctly is used: *Is your name spelled correctly*?

The usual meaning of rightly is 'for a good reaso' and it comes before an adjective: They are rightly proud of their children. It can be used to mean 'correctly' before a verb or in particular phrases: As you rightly say, we have a serious problem. In AmE rightly is not at all common.

# WHICH WORD?



#### Verbs

Raise is a verb that must have an object and rise is used without an object. When you raise something, you lift it to a higher position or increase it: He raised his head from the pillow.  $\lozenge$ We were forced to raise the price. When people or things rise, they move from a lower to a higher position: She rose from the chair.  $\lozenge$ The helicopter rose into the air. Rise can also mean 'to increase in number or quantity': Costs are always rising.

#### Nouns

The noun rise means a movement upwards or an increase in an amount or quantity: a rise in interest rates. In BrE it can also be used to mean an increase in pay: Should I ask my boss for a rise? In AmE this is a raise: a three per cent pay raise. Rise can also mean the process of becoming more powerful or important: his dramatic rise to power.



# WHICH WORD? say / tell



Say never has a person as the object. You say something or say something to somebody. Say is often used when you are giving somebody's exact words: 'Sit down', she said. Anne said, 'I'm tired'. Anne said (that) she was tired. What did he say to you? You cannot use 'say about', but you can say something about: I want to say something /a few words / a little about my family. Say can also be used with a clause when the person you are talking to is not mentioned: She didn't say what she intended to do.

Tell usually has a person as the object and often has two objects: Have you told him the news yet? It is often used with 'that' clauses: Anne told me (that) she was tired. Tell is usually when somebody is giving facts or information, often with what, where, etc.: Can you tell me when the movie starts? (BUT: Can you give me some information about the school?) Tell is also used when you are giving somebody instructions: The doctor told me to stay in bed.  $\Diamond$  The doctor told me (that) I had to stay in bed. NOT The doctor said (that) I had to stay in bed. NOT The doctor said me to stay in bed.

## WHICH WORD? Scotish / Scots / Scotch / Scot



The adjective Scottish is the most general word used to describe the people and things of Scotland, while Scots is only used to describe its people, its law and especially its language: Scottish dancing  $\Diamond$  the new Scottish parliament  $\Diamond$  a well-known Scots poet  $\Diamond$  a slight Scots accent.

The adjective Scotch is now mainly used in fixed expressions such as Scotch whisky and Scotch broth and sounds old-fashioned or insulting if it is used in any other way.

The noun Scotch means whisky, and the noun Scots refers to a language spoken in Scotland, closely related to English. A person who comes from Scotland is a Scot: The Scots won their match against England.

⇒note at BRITISH

#### WHICH WORD?





These adjectives are frequently used with the following nouns: sensual ~ pleasure, mouth, desire, woman, voice

sensuous ~ mouth, lips, pleasure, colour, music

sensory ~ perception, stimulation, experience, deprivation

Sensual and sensuous are very similar and refer to things that give pleasure to your senses, especially sexual pleasure, or that suggest an interest in sexual pleasure.

Sensuous also describes the pleasure that art and music can give to your senses.

Sensory is used in technical contexts and means 'connected with the senses'.

## WHICH WORD?





- Sensible refers to your ability to make good judgements:

  She gave me some very sensible advice.  $\Diamond It$  wasn't very sensible to go out on your own so late at night.
- Sensitive refers to how easily you react to things and how much you are aware of things or other people: a soap for sensitive skin  $\lozenge$ This movie may upset a sensitive child.

## WHICH WORD? shade / shadow



Shade [U] is an area or a part of a place that is protected from the heat of the sun and so is darker and cooler: Let's sit in the shade for a while.

A shadow [C] is the dark shape made when a light shines on a person or an object: As the sun went down we cast long shadows on the lawn.

Shadow [U] is an area of darkness in which it is difficult to distinguish things easily: Her face was in deep shadow.

# WHICH WORD? shout / cry / scream



These verbs describe the different kinds of loud noise people make when they are angry, frightened or upset. People shout when they are angry or want to get somebody's attention: He always seems to be shouting at the kids these days.  $\lozenge$ I can hear you - there's no need to shout. Yell can also be used, especially in spoken English. Cry with this meaning now sounds old-fashioned. When people scream they make a very loud, high noise because they are in great pain or are very frightened or excited: There was broken glass everywhere and people were screaming. You can also use these words with 'out': She shouted out in pain as they tried to move her.

# WHICH WORD?



Sight is a general word for the ability that people have to see: to lose your sight  $\Diamond$  She only has a little sight in one eye.

You use eyesight to talk about how well somebody is able to see: I've always had poor eyesight. Sight can also be used like this: a sight/ an eyesight test \$\infty\$My grandmother's sight / eyesight is still good.

# WHICH WORD?



Both sight and view can be used when you are saying whether you can see something: There was no one in sight / view.

Sight can be used to talk about the act of seeing: I had my first sight of the city from the river. You can also use sight to mean something that you can see: Sunset over the lake is a beautiful sight.

View describes the whole area you can see from a particular place: From the top of the tower I had a wonderful view of the city.

## WHICH WORD? sign / signal



Sign and signal can be used with very similar meanings. Both words can mean a movement or sound made to tell someone something: Don't move until I give the sign/signal.

They can also both mean something that indicates that something exists or may happen, but a sign is usually something that you can find or see, while signal is used for something that is done intentionally or that suggests you should take some action: early signs of the disease \$\infty\$ the first signs of spring \$\infty\$ danger/warning signals \$\infty\$ Local people regarded the President's visit as a clear signal of his support.

With other meanings, only one of these words can be used: a road sign  $\lozenge$  a dollar sign  $\lozenge$  a faint radio signal  $\lozenge$ . The train waited while the signals were on red.

slow / slowly



Slowly is the usual adverb from the adjective slow. Slow is sometimes used as an adverb in informal language, on road signs, etc. It can also be used to form compounds: Slow. Major road ahead. So slow-acting drug. They walk very slow. In the comparative both slower and more slowly are used: Can you speak slower/more slowly.

## WHICH WORD?



These adjectives are frequently used with the following nouns: small ~ number, group, children, business, house little ~ girl, smile, man, things, boys

Small is the most usual opposite of big or large. It can be used in the comparative and superlative and with adverbs such as rather, quite, fairly and pretty: Our house is smaller than yours but I think the kitchen is bigger.  $\Diamond$ The town is pretty small.

Little is usually used to show how you feel about a person or a thing, and especially after other adjectives such as ugly, nice, cute, etc: a cute little baby  $\lozenge$ You poor little thing! It can also show that you think a person or thing is not important: You'll just feel a little sting - it won't hurt.  $\lozenge$  a dreadful little man (BrE). Note that it is usually only used before a noun and that it is rarely used in the comparative and superlative.

Little is also used with proper names: Little Italy is an area of New York where many Italians live.

## WHICH WORD?



Soon usually means 'a short time from now' or 'after then' ⟨\rightarrow I' \ll see you soon. ⟨\rightarrow She soon regretted what she'd done. In the comparative or superlative or in expressions such as as soon as possible, soon emphasizes that something is done without delay: Please reply as soon as possible. ⟨\rightarrow The sooner you start, the sooner you'll finish.

Early means 'near the beginning of a period of time': I've got to get up very early tomorrow. ◇I'll see you early next week. It can also mean 'before the usual or expected time': A few guests arrived early. Early does not mean 'a short time from now'.

Quickly is usually used to talk about the speed with which something is done, but can also be used like soon to mean 'after a short time' or 'without delay': The journey passed very quickly.  $\Diamond Please\ phone\ back\ as\ quickly/soon\ as\ possible.$ 

⇒note at QUICK



Speak and talk have similar meanings.

Talk is more common in spoken English and usually suggests that two or more people are having a conversation or discussing something: We talked on the phone for nearly an hour.  $\diamondsuit$  John and I have been talking about our families.  $\diamondsuit$  Could I talk to you about the travel arrangements? Talk with is more formal than talk to in BrE, but it is very general in AmE: He refused to talk with/to reporters.

Speak is a little more formal and suggests that someone is using their voice or that one person is saying something to a group: I was so shocked I couldn't speak. ©Could you speak louder? QA doctor spoke to the class aboutlon stress. Speak to / with is often used in polite requests, for example when you are making a phone call. Speak with is a little more formal in BrE: Hello, could I speak to Michael? QI'd like to speak to/with the manager, please.

When a noun follows speak, it must be a language: He speaks Italian. Talk can be followed by nouns such as business or sense.

## WHICH WORD?



steal / rob / burgle / thief / robber / burglar

#### Verhs

(money, property)

steal-My wallet was stolen.

rob-My wallet was robbed.

burgle-My wallet was burgled.

#### (person)

steal-L've been stolen

rob-I've been robbed.

burgle-I've been burgled (= my house).

(bank, public building)

steal-Thieves stole a bank last night.

rob-Thieves robbed a bank last night.
burgle-Thieves burgled a bank last night.

(office, house, etc.)

steal-Our house was stolen.

rob-Our house was rob bed.

burgle-Our house was burgled.

Steal. You can also steal from somebody: He had been stealing from his employer for years.

Rob. You can also be robbed of something: She was robbed of all her money and clothes.

Burgle. This is BrE. AmE is burglarize.

Look also at the verb MUG.

#### Nouns

A thief is a person who steals things, especially secretly and without using violence. A burglar is a person who gets into a house, office, etc., especially by force, in order to steal things. A robber is a person who steals property from a person or public place, especially using violence.

Look also at MUGGER.

# WHICH WORD? storey / floor



You use storey (BrE) / story (AmE) mainly when you are talking about the number of levels a building has: a five-storey house  $\Diamond$  The office building is five storeys high.

Floor is used mainly to talk about which particular level in the building someone lives on, goes to, etc.: His office is on the fifth floor.

⇒note at FLOOR

## WHICH WORD? strength / force / power



You use strength to talk about how strong a person or a thing is, especially their ability to hold great weight: He has been doing weight-training to build up his strength. ♦I don't have the strength to carry you any further.

You do not usually use power to talk about a person's ability to move or hold heavy objects, though it can be used to refer to the strength in one part of a person's body: She has great power in her shoulders. Power in a physical sense is more likely to relate to the energy contained in a machine, an explosion or something natural such as the wind: The power of the wind can be harnessed to produce electricity.

Force relates to how much physical energy is used by somebody or something, especially when they hit or push something: He fell to the ground under the force of the blow.  $\Diamond$  Our car was completely wrecked by the force of the collision.  $\Diamond$  The waves were hitting the rocks with tremendous force. The force of an explosion or a storm is how strong it is.

#### WHICH WORD? student / pupil / undergraduate / graduate / postgraduate



A student is a person who is studying at a school, college, university, etc. In *BrE* until recently **pupil** was used for children at school, but this is becoming old-fashioned and student is used instead, except for young children.

An undergraduate is a student who is studying for their first degree at a university or college.

In BrE, a graduate is a person who has completed a first degree at a university or college. In AmE graduate is usually used with another noun and can also apply to a person who has finished high school: a high school graduate  $\lozenge a$  graduate student.

A postgraduate is a person who has finished a first degree and is doing advanced study or research. This is the usual term in *BrE*, but it is formal in *AmE* and graduate student is usually used instead.



Sure and certain are very similar in meaning: Are you sure/certain (that) you locked the door? ♦ We must make sure/certain (that) we arrive on time. ♦ You have to book early to be sure/certain of getting a room.

You use sure/certain to do sth to show how you feel about sth: It's sure to rain tomorrow. (= I think it will definitely rain).  $\diamond$ She's certain to be late (= I am certain that she'll be late).

You can say it is certain that but not it is sure that: It is certain that thousands more people will die in the famine.

In conversation sure can sound less strong than certain: I'm sure she'll come if she can (= I believe/hope she will).

In spoken AmE especially, sure is also used as an adverb: He sure likes hot dogs.  $\Diamond$  That sure is a good idea.

⇒note at SURELY

# WHICH WORD? surely / certainly



You use surely, especially in *BrE*, to show that you are almost certain about what you are saying and you want other people to agree with you: *Surely this can't be right?*Surely in negative sentences shows that something surprises you and you do not want to believe it: *You're surely not thinking of going, are you?* 

Certainly usually means 'without doubt' or 'definitely', and is used to show that you strongly believe something or to emphasize that something is really true: I'll certainly remember this trip! In informal AmE this would be: I'll sure remember this trip!

Compare: The meal was certainly too expensive (=there is no doubt about it) and The meal was surely too expensive? (= that is my opinion. Don't you agree?). In formal language only, surely can be used to mean 'without doubt': This will surely end in disaster.

⇒note at COURSE, SURE



## WHICH WORD? tight / tightly



Tight and tightly are both adverbs that come from the adjective tight. They have the same meaning, but tight is often used instead of tightly after a verb, especially in informal language, and in compounds:  $packed\ tight \diamondsuit a$   $tight-fitting\ lid.$  Before a past participle tightly is used: clusters of tightly packed flowers.



#### WHICH WORD? under / below / underneath / beneath



You use under to say that one thing is directly under another thing: The cat is asleep under the table. <a href="https://linear.com/

Below is usually preferred to say that one thing is in a lower position than another when they are both in the same building, on the same hill, on the same part of the body, etc: They live in the apartment below us.  $\diamondsuit$ Can you see those trees below the summit?  $\diamondsuit$ It hurts here - just below the knee.

Below is used for measurements or position on a scale: The temperature was below zero last night. Under is used to mean 'less than': All our goods are under £20. You use under (not below) to talk about movement from one side of something to the other side: We swam under the bridge.

# WHICH WORD? unsociable / antisocial / unsocial



An unsociable person does not enjoy being with other people.

Such a person can also be described as antisocial in *BrE*, but this word is more often used to talk about a person or behaviour that harms or annoys other people.

Unsocial hours (BrE) are those that are outside the normal working day.

# WHICH WORD? used to / be used to



Do not confuse used to do sth with be used to sth.

You use **used to do sth** to talk about something that happened regularly or was the case in the past, but is not now: *I used to smoke*, but *I gave up a couple of years ago*.

You use be used to sth / to doing sth to talk about something that you are familiar with so that it no longer seems new or strange to you: We're used to the noise from the traffic now.  $\lozenge I'm$  used to getting up early. You can also use get used to sth: Don't worry - you'll soon get used to his sense of humour.  $\lozenge I$  didn't think I could ever get used to living in a big city after living in the country.



## WH

## WHICH WORD?



These words all have a meaning that refers to something you can use instead of money and exchange for goods.

A voucher or token is a piece of paper with an amount of money printed on it that you can exchange for particular goods or use in a particular store: a £10 book/record token  $\Diamond a$  Marks and Spencer's gift voucher/token (AmE gift certificate).

A **coupon** or **voucher** is a printed piece of paper that can be used to pay for something or that allows you to pay less than the usual price: a money-off coupon.

Tokens or coupons are also small pieces of paper that



want / like / care (for sth/ to do sth)



- Would you like…? is the most usual polite question form for offers and invitations, especially in *BrE*: Would you like a cup of coffee?
- Do you want...? is less formal and more direct. It is more common in AmE than in BrE: We're going to a club tonight. Do you want to come with us?
- Would you care...? is very formal and now sounds old-fashioned.

## WHICH WORD? wear / carry / have on



- You wear clothes, including gloves, scarves, belts, watches and glasses, and also perfume on your skin: Do you have to wear a suit for work? O'I've been wearing glasses for ten years. You can also say you have something on: She had on some without very unusual earrings. OHe ran outside any shoes on.
- You carry objects with you when you go somewhere, especially in your hands or arms: He wasn't wearing his raincoat, he was carrying it over his arm. ♦ She always carries an umbrella in her briefcase.

## WHICH WORD?



These adjectives are frequently used with the following nouns: wide ~ street, river, area, range, variety, choice

broad ~ shoulders, back, smile, range, agreement, outline

Wide is the word most commonly used to talk about something that measures a long distance from one side to the other.

- **Broad** is more often used to talk about parts of the body. It is used in more formal or written language to describe the features of the countryside, etc: a broad river  $\Diamond a$  broad stretch of meadowland.
- Both wide and broad can be used to describe something that includes a large variety of different people or things: a wide / broad range of products. Broad, but not wide, can be used to mean 'general' or 'not detailed': All of us are in broad agreement on this matter.



worried / concerned / anxious / nervous / excited

Worried is a common word that describes how you feel when you are thinking about a problem or something bad that might happen: Where have you been? I was worried about you.

Concerned is usually used when you are talking about a problem that affects another person, society, the world, etc.: She's very concerned about the environment. ♦ Police are concerned for the boy's safety.

Anxious describes a stronger feeling and is more formal: We were anxious about the children's safety. It can also describe a person who always worries a lot: a very anxious parent. You can say that you are anxious to do sth when you want something very much, but do not use it when you are talking about something pleasant that you are looking forward to: I am anxious to find out what's happened. \(\times \)\text{I'm very anxious about your arrival.}

Nervous suggests that you are also frightened and it is used to describe how you feel before you do something very important such as a concert performance, an interview, etc., or something unpleasant. It can describe a person who is often worried and frightened: a thin, nervous girl.

Excited is nearly always used to describe a positive, happy feeling, especially when you are looking forward to something pleasant: I'm getting very excited about my trip to Australia.

If you want to talk about a person who quickly gets too enthusiastic and excited about things, you can use the word excitable, not 'nervous': She is very kind and friendly, but a bit excitable.

#### WHICH WORD?



wrong / wrongly / wrongfully

In informal language wrong can be used as an adverb instead of wrongly, when it means 'incorrectly' and comes after a verb or its object: My name was spelled wrong.  $\lozenge I'm$  afraid you guessed wrong. Wrongly is used before a past participle or a that clause: My name was wrongly spelt.  $\lozenge She$  guessed wrongly that he was a teacher.

Wrongfully is usually used in a formal legal situation with words like *convicted*, *dismissed* and *imprisoned*.

## Vocabulary building

These notes help you to choose more interesting and varied words to use and so increase your vocabulary.



# VOCABULARY BUILDING about / ways of saying approximately



The flight takes approximately three hours.

The tickets cost about £20 each.

The repairs will cost \$200, give or take a few dollars.

How much will it cost, more or less?

We are expecting thirty or so people to come.

She must be 25 or thereabouts.

Profits have fallen by roughly 15%.

You can expect to earn round about £40 000 a year.

The price is somewhere around \$800.

She earns somewhere in the region of £25 000.

All these words and phrases are used in both speaking and writing; about is the most common and approximately the most formal.



# VOCABULARY BUILDING bad and very bad



Instead of saying that something is bad or very bad, try to use more precise and interesting adjectives to describe things:

an unpleasant / a foul / a disgusting smell

appalling / dreadful / severe weather

an unpleasant / a frightening / a traumatic experience

poor / weak eyesight
a terrible / serious / horrific accident

a wicked / an evil / an immoral person

an awkward /an embarrassing / a difficult situation

We were working in difficult / appalling conditions.

To refer to your health, you can say: I feel unwell / sick / terrible; I don't feel (very) well.

In conversation words like terrible, horrible, awful and dreadful can be used in most situations to mean 'very bad'.

#### VOCABULARY BUILDING



a bar of chocolate

If you want to describe a whole unit of a particular substance, or a group of things that are normally together, for example when you buy them, you need to use the correct word

a bar of soap/chocolate; a candy bar

a block of ice/stone/wood

a bolt / roll / length of fabric

a cube of ice/sugar; an ice/sugar cube

a loaf of bread

a roll of film/carpet

a slab of marble/concrete

a stick of gum

a bunch of bananas/grapes

a bunch / bouquet of flowers

a bundle of papers/sticks

a set / bunch of keys

a set of chairs/glasses/clothes/guitar strings

⇒note at BIT

## VOCABULARY BUILDING body actions expressing emotions



Often parts of the body are closely linked to particular verbs. The combination of the verb and part of the body expresses an emotion or attitude.

onprocede an	omotion or attitude.	
action	part of body	you feel
bite	lips	nervous
clench	fist	angry, aggressive
click	fingers	you're trying to
		remember sth
click	tongue	annoyed
drum/tap	fingers	impatient
hang	head	ashamed
lick	lips	anticipating sth
		good, nervous
nod	head	agreement
purse	lips	dispproval, dislike
raise	eyebrows	inquiring, surprised
scratch	head	puzzled
shake	head	disagreement
shrug	shoulders	doubt, indifferent
stamp	foot	angry
wrinkle	nose	dislike, distaste
wrinkle	forehead	puzzled
	action bite clench click click drum/tap hang lick nod purse raise scratch shake shrug stamp wrinkle	bite lips clench fist click fingers  click tongue drum/tap fingers hang head lick lips  nod head purse lips raise eyebrows scratch head shake head strug shoulders stamp foot wrinkle nose

For example: She bit her lip nervously.  $\lozenge$ He scratched his head and looked thoughtful.  $\lozenge$ I wrinkled my nose in disgust. $\lozenge$  She raised questioning eyebrows.

## VOCABULARY BUILDING words that mean 'break'

burst The balloon hit a tree and burst.

crack The ice started to crack.

crumble Crumble the cheese into a bowl.

cut Now cut the wire in two. fracture He fell and fractured his hip.

shatter The vase hit the floor and shattered.

smatter The vase hit the floor and shattered smash Vandals had smashed two windows.

snap I snapped the pencil in half. split The bag had split open on the way home.

tear She tore the letter into pieces.

All these verbs, except cut, can be used with or without an object.



# VOCABULARY BUILDING



To cry is the most general word for producing tears when you are unhappy or hurt, or when you are extremely happy.

To sob means to cry noisily, taking sudden, sharp breaths.

To wail means to cry in a loud high voice.

To whimper means to cry making low, weak noises.

To weep (literary or formal) means to cry quietly for a long time

To blubber (informal) means to cry noisily, especially in an annoying way.

All these verbs can be used like 'say': 'I don't want you to go,' she cried/wailed/sobbed.

To be in tears means to be crying.

To burst into tears means to suddenly begin to cry.

To cry your eyes out means to cry a lot or for a long time, because you are very sad.



# VOCABULARY BUILDING household jobs: do or make?



To talk about jobs in the home you can use such phrases as wash the dishes, clean the kitchen floor, set the table, etc. In conversation the verb do is often used instead: Let me do the dishes. Michael said he would do the kitchen floor. It's your turn to do the table. Do is often used with nouns ending -ing: to do the shopping/cleaning/ironing/vacuuming.

The verb make is used especially in the phrase make the beds and when you are talking about preparing or cooking food: He makes a great lasagne. \( \) I'll make breakfast while you're having a shower. You can also say get, get ready and, especially in AmE, fix for preparing meals: Can you get dinner while I put the kids to bed? \( \) Sit down - I'll fix supper for you.



# VOCABULARY BUILDING expressions of your face



To beam is to have a big happy smile on your face.

To frown is to make a serious, angry or worried expression by bringing your eyebrows closer together so that lines appear on your forehead.

To glare or glower is to look in an angry, aggressive way.

To grimace is to make an ugly expression with your face to show pain, disgust, etc.

To scowl is to look at someone in an angry or annoyed way.

To smirk is to smile in a silly or unpleasant way that shows that you are pleased with yourself, know something that other people do not know, etc.

To sneer is to show that you have no respect for someone by turning your upper lip upwards.

These words can also be used as nouns: She looked up with a puzzled frown.  $\lozenge$ He gave me an icy glare.  $\lozenge$ a grimace of pain.

## VOCABULARY BUILDING

saying that someone is fat



- Fat is the most common and direct word, but it is not polite to say to someone that they are fat: *Does this dress make me look fat?* ♦ You're looking fat now.
- Overweight is a more neutral word: I'm a bit overweight. It can also mean too fat, especially so that you are not fit.
- Large or heavy is less offensive than fat: She's a rather large woman. Big describes someone who is tall as well as fat: Her sister is a big girl, isn't she?
- Plump means slightly fat in an attractive way, often used to describe women.
- Chubby is used mainly to describe babies and children who are fat in a pleasant, healthy-looking way: the baby's chubby cheeks.
- Tubby (informal) is used in a friendly way to describe people who are short and round, especially around the stomach.
- Stocky is a neutral word and means fairly short, broad and strong.
- Stout is often used to describe older people who have a round and heavy appearance: a short stout man with a hald head.
- Flabby describes flesh that is fat and loose and it can sound offensive: exercises to firm up flabby
- Obese is used by doctors to describe people who are so fat that they are unhealthy. It is also used in a general way to mean 'really fat'.

Note that although people talk a lot about their own size or weight, it is generally not considered polite to refer to a person's large size or their weight when you talk to them.

⇒note at THIN



# VOCABULARY BUILDING good and very good



Instead of saying that something is **good** or **very good**, try to use more precise and interesting adjectives to describe things:

delicious / tasty food

an exciting / entertaining / absorbing movie an absorbing / a fascinating / an informative book a pleasant / an enjoyable / a fun (informal) trip

a skilful / talented / fine player impressive / high-quality acting

useful / helpful advice

In conversation you can use words like great, super, wonderful, lovely and excellent (especially in *BrE*): That's a super idea!

⇒note at NICE



# VOCABULARY BUILDING using your hands



touch

These verbs describe different ways of touching things:

feel I felt the bag to see what was in it.

finger She fingered the silk delicately.

handle Handle the fruit with care.

rub She rubbed her eyes wearily.

stroke The cat loves being stroked.

pat He patted my arm and told me not to worry.
tap Someone was tapping lightly at the door.

squeeze I took his hand and squeezed it.

hold

You can use these verbs to describe taking something quickly:

grab I grabbed his arm to stop myself from falling.

snatch She snatched the letter out of my hand.

These verbs describe holding things tightly:

clasp Her hands were clasped behind her head.

 $clutch \quad \textit{The child was clutching a doll in her hand}.$ 

grasp Grasp the rope with both hands and pull.

grip He gripped his bag tightly and wouldn't let go.



# VOCABULARY BUILDING jobs and employment



job [C] 'What's his job?' 'He's a teacher.' ◇I start my new job on Monday.

work [U] I'm going back to work tomorrow.  $\Diamond$ She is now looking for work.

post / position [C] He resigned from his post as finance director. ♦ She holds a high-level position.

occupation [C] (formal or written) Please state your name, age and occupation.

profession [C] the medical profession or [U] She's a lawyer by profession.

trade [C] the building trade or [U] He was a carpenter by trade.

vocation [C] She found her true vocation as a nurse.

career [C] a distinguished career as a lawyer  $\Diamond a$  career woman.

employment [U] a contract of employment ◇employment opportunities for graduates.

⇒note at WORK



## VOCABULARY BUILDING different ways of laughing



- cackle to laugh in a loud, unpleasant way, especially in a high voice
- chuckle to laugh quietly, especially because you are thinking about something funny
- giggle to laugh in a silly way because you are amused, embarrassed or nervous

guffaw to laugh noisily

roar to laugh very loudly

- snigger/snicker to laugh in a quiet unpleasant way, especially at something rude or at someone's problems or mistakes
- titter to laugh quietly, especially in a nervous or embarrassed way
- You can also be convulsed with laughter or dissolve into laughter when you find something very funny. In *BrE* people also shriek with laughter or howl with laughter.

## VOCABULARY BUILDING



learn He's learning Spanish / to swim / how to drive.

study She studied chemistry for three years.

cram I can't go out tonight - I'm cramming for the exam.

revise (BrE) (AmE review) In this class we'll revise / review what we did last week.

practise (BrE) (AmE practice) If you practise speaking English, you'll soon improve.

rehearse We only had two weeks to rehearse the play.

# VOCABULARY BUILDING different ways of looking



gaze He gazed dreamily out of the window.

stare She stared at him in disbelief.

glare They glared angrily at each other.

peer I peered into the dark room.

squint I squinted at the target and took aim.

glance She glanced quickly at her watch.

eye They eyed each other suspiciously.

scan He scanned the crowd anxiously but couldn't see her.

examine Scientists are examining the wreckage.

study I spent a few minutes studying the map.

inspect New buildings have to be inspected by the Fire Department.

⇒note at SEE



# VOCABULARY BUILDING nice and very nice



Instead of saying that something is nice or very nice, try to use more precise and interesting adjectives to describe things:

pleasant / perfect / beautiful weather

a cosy / a comfortable / an attractive room

a pleasant / an interesting / an enjoyable experience

expensive / fashionable / smart clothes

a kind / a charming / an interesting man

The party was fun.

In conversation you can also use great, wonderful, lovely and (in BrE) brilliant: The party was great.  $\diamondsuit We$  had a brilliant weekend.

⇒note at GOOD



# VOCABULARY BUILDING objects you can use



It is useful to know some general words to help you describe objects, especially if you do not know the name of a particular object.

A device is something that has been designed to do a particular job: There is a new device for cars that warns drivers of traffic jams ahead.

A gadget is a small object that does something useful, but is not really necessary: His kitchen is full of gadgets he never uses.

An instrument is used especially for delicate or scientific work: 'What do you call the instrument that measures temperature?' 'A thermometer.'

A tool is something that you use for making and repairing things: 'Have you got one of those for turning screws?' 'Do you mean a screwdriver?'

A machine has moving parts and is used for a particular job. It usually stands on its own: 'What's a blender?' 'It's an electric machine for mixing soft food or liquid.'

An appliance is a large machine that you use in the house, such as a washing machine.

Equipment means all the things you need for a particular activity: climbing equipment.

Apparatus means all the tools, machines or equipment that you need for something: firefighters wearing breathing apparatus.



# VOCABULARY BUILDING pieces



If you want to talk about a small amount or one example of something that is normally an uncountable noun, there is a range of words you can use. You must choose the right one to go with the substance you are talking about.

Piece and (BrE, informal) bit are very general words and can be used with most uncountable nouns: a piece of paper I wood I string I cake I fruit I meat I work I research I advice ◇a bit of paper I work I chocolate I luck.

A slice is a thin flat piece: a slice of bread / cake / salami / cheese / pie /apple  $\diamondsuit$  (figurative)a slice of life.

A chunk is a thick, solid piece: a chunk of cheese / bread /

rock  $\diamondsuit a$  chunk of land (= a fairly large piece).

A lump is a piece of something solid without any particular shape: a lump of coal / rock / mud.

A fragment is a very small piece of something that is broken or damaged: fragments of glass  $\Diamond$ (figurative) fragments of conversation. It can also be used with countable nouns to mean a small part of something: a fragment of the story.

A speck is a tiny piece of powder: a speck of dust / dirt. You can also say: a speck of light.

Drop is used with liquids: a drop of water / rain / blood /
 milk / whisky.

A pinch is as much as you can hold between your finger and thumb: a pinch of salt / cinnamon.

A portion is enough for one person: a portion of chicken / fish and chips. It can also be used with some countable nouns to mean a part of something.



# VOCABULARY BUILDING different words for seeing



notice I noticed that she was wearing a wedding ring.  $\diamondsuit$  She climbed over the gate without being noticed.

spot We tried to spot her in the crowd.

glimpse:  $\lozenge I$  glimpsed him through the window as the car sped past.

catch a glimpse of I just caught a glimpse of the bird before it flew off.

catch a sight of If yor're lucky you may catch sight of a herd of wild goats.

make sth out Can you make out what that sign says?

observe (formal) Police observed him entering the building at 3.30.

witness Did anyone witness the accident?

sight (written) After a week at sea they sighted land.

⇒note at LOOK

## VOCABULARY BUILDING



Describing smells

These adjectives describe pleasant smells:

scented candles

aromatic oils

fragrant perfume

sweet-smelling flowers

To describe unpleasant smells you can use:

smelly cheese

stinking fish

musty old books

acrid smoke

#### Types of smell:

Pleasant smells:

the rich aroma of fresh coffee

a herb with a delicate fragrance

a rose's sweet perfume

the scent of wild flowers

Unpleasant smells:

nasty household odours

the stench of rotting meat

the stink of stale sweat

the reek of beer and tobacco



# VOCABULARY BUILDING words meaning 'teach' and 'teacher'



Verhs

teach John teaches French at the local school. My mother taught me how to drive.

educate Our priority is to educate people about the dangers of drugs.

instruct Members of staff should be instructed in the use of fire equipment.

train She's a trained midwife.  $\Diamond$ He's training the British Olympic swimming team.

coach He's the best football player I've ever coached. ♦She coaches some of the local children in maths. (BrE)

tutor She tutors some of the local children in math. (AmE)

Nouns

teacher school / college teachers

instructor a swimming / science instructor

trainer a horse trainer  $\Diamond Do$  you have a personal trainer?

coach a football coach

tutor tutors working with migrant children

# VOCABULARY BUILDING saying that someone is thin



Thin is the most usual word: Steve is tall and thin and has brown hair. It is sometimes used with a negative meaning: Mother looked thin and tired after her long illness.

The following words all express praise or admiration:

S lim means pleasantly thin. It is often used to describe women who have controlled their by diet or exercise: She has a beautifully weight slim figure.

A slender girl or woman is thin and graceful.

A lean man is thin and fit.

Willowy describes a woman who is attractively tall and thin.

The following words are more negative in their meaning:

Skinny means very thin, often in a way that is not attractive: a skinny little kid.

Bony describes parts of the body when they are so thin that the bones can be seen: the old man's bony hands.

Scrawny suggests that a person is thin, weak and not attractive: a scrawny old woman.

Gaunt describes a person who is a little too thin and looks sad or ill.

Underweight is used in medical contexts to describe people who are too thin because they are ill or have not had enough food: Women who smoke risk giving birth to underweight babies.

Emaciated describes a serious condition resulting from illness or lack of food.

Anorexic is a medical term, but is now also used informally to describe a girl or woman who is so thin that you are worried about them.

It is more acceptable to talk to somebody about how thin or slim they are than about how fat they are.

⇒note at FAT

# VOCABULARY BUILDING other words for 'thing'



Instead of using the word thing, try to use more precise and interesting words, especially in formal written English.

as pect That was the most puzzling aspect of the situation. (...
the most puzzling thing about...)

attribute Curiosity is an essential attribute for a journalist. (
...an essential thing for a journalist to have.)

characteristic This bird has several interesting characteristics. (There are several interesting things about this bird.)

detail I want to know every detail of what happened. (… everything about…)

feature Noise is a familiar feature of city life. (…a familiar thing in city life.)

issue She has campaigned on many controversial issues. (... many controversial things.)

matter We have several important matters to deal with at this meeting.  $(\cdots$  several important things $\cdots$ )

point That's a very interesting point you made. (…a very interesting thing you said.)

subject The book covers a number of subjects. (…a number of things.)

topic We discussed a wide range of topics. (···a wide range of things.)

trait Her generosity is one of her most attractive traits. (…one of the most attractive things about her.)

Don't use thing after an adjective when the adjective when the adjective can be used on its own: Having your computer is very useful. 

Having your own computer is a very useful thing.

- It is often more natural to use words like something, anything, etc. instead of thing: I have something important to tell you. Shave an important thing to tell you. Do you want anything else? Do you want any other thing?
- It is more natural to say a lot, a great deal, much, etc. rather than many things: I have so much to tell you.  $\diamond F$  have so many things to tell you.  $\diamond She$  knows a lot about basketball.  $\diamond She$  knows many things about basketball.



## VOCABULARY BUILDING ways of walking



creep He could hear someone creeping around downstairs.

limp One player limped off the field with a twisted ankle.

pace I found him in the corridor nervously pacing up and down.

pad She spent the morning padding about the house in her slippers.

plod They wearily plodded home through the rain.

shuffle The queue gradually shuffled forward.

stagger They staggered out of the pub.completely drunk.

stomp She stomped out of the room, slamming the door behind her.

stroll Families were strolling around the park.

tiptoe They tiptoed upstairs so they wouldn't wake the baby. trudge We trudged up the hill.

# VOCABULARY BUILDING types of weather



#### Rain

Drizzle is fine light rain.

A shower is a short period of rain.

A downpour or a cloudburst is a heavy fall of rain that often starts suddenly.

When it is raining very hard you can say that it is pouring. In informal BrE you can also say that it is bucketing down or chucking it down. You can also say: The heavens opened.

#### Storms

A cyclone and a typhoon are types of violent tropical storms with very strong winds.

A hurricane has very strong winds and is usually at sea.

A monsoon is a period of very heavy rain in particular countries, or the wind that brings this rain.

A squall is a sudden strong, violent wind, usually in a rain or snow storm.

A tornado (or twister *informal*) has very strong winds which move in a circle, often with a long narrow cloud.

A whirlwind moves very fast in a spinning movement and causes a lot of damage.

A blizzard is a snow storm with very strong winds.

Tempest is used mainly in literary language to describe a violent storm.

#### VOCABULARY BUILDING

a day's work



work [U] Looking after children all day is hardwork.

job [C] I have a few jobs to do in the house this morning. ♦ Writing this report is going to be a long job. ♦I've been given the enjoyable job of presenting the prizes.

task [C] We'll soon have robots performing simple everyday tasks. \$\rightarrow\$The police face a very difficult task dealing with the increase in violent crime.

chore [C] the household chores ♦Don't turn reading into a chore for your kids.

assignment [C] I have three assignments to do by the end of term.

project [C] My next project is painting the living room.

labour [U] I was trained as a builder so I'm used to manual labour.

toil [U] (formal or literary) A lifetime of hard toil on the farm had made him look old and tired.

⇒note at JOB

## **Grammar Point**

These notes help make clear points of grammar that often cause problems.



# GRAMMAR POINT avenge / revenge



People avenge something or avenge themselves on somebody: She vowed to avenge her brother's death.  $\Diamond$ He later avenged himself on his wife's killers.

People revenge themselves on somebody or are revenged on them: He was later revenged on his wife's killers. You cannot revenge something: She vowed to revenge her brother's death.



## GRAMMAR POINT





Can is used to say that somebody knows how to do something: Can you play the piano? It is also used with verbs of seeing, noticing, etc.: I can hear someone calling, and with passive infinitives: The video can be rented from your local store.

Can or be able to are used to say that something is possible or that somebody has the opportunity to do something: Can you | are you able to come on Saturday?

You use be able to form the future and perfect tenses and the infinitive: You'll be able to get a taxi outside the station.  $\diamondsuit I$  haven't been able to get much work done today.  $\diamondsuit She'd$  love to be able to play the piano.

Could is used to talk about what someone was generally able to do in the past: Our daughter could walk when she was nine months old

You use was / were able to or manage (but not could) when you are saying that something was possible on a particular occasion in the past: I was able to / managed to find some useful books in the library. \(\times Leould \) Find some useful books in the library. In negative sentences, could not can also be used: We weren't able to / didn't manage to / couldn't get there in time. Could is also used with this meaning with verbs of seeing, noticing, understanding, etc.: I could see there was something wrong.

Could have is used when you are saying that it was possible for somebody to do something in the past but they did not try: I could have won the same but decided to let her win.

⇒note at MAY



## GRAMMAR POINT



Dare (sense 1) usually forms negatives and questions like an ordinary verb and is followed by an infinitive with to. It is most common in the negative: I didn't dare to ask.  $\lozenge He$  won't dare to break his promise.  $\lozenge You$  told him? How did you dare?  $\lozenge I$  hardly dared to hope she'd remember me. In positive sentences a phrase like not be afraid is often used instead: She wasn't afraid (= she dared) to tell him the truth.

It can also be used like a modal verb especially in present tense negative forms in *BrE*, and is followed by an infinitive without *to*: *I daren't tell her the truth*.

In spoken English, the forms of the ordinary verb are often used with an infinitive without to: *Don't you dare tell her what I said!*  $\lozenge I$  *didn't dare look at him.* 

## GRAMMAR POINT depend on



In informal English, it is quite common to say depend rather than depend on before words like what, how or whether: It depends what you mean by 'hostile'. In formal written English, depend should always be followed by on or upon: It depends on how you define the term 'hostile'. Upon is more formal and less frequent than on.



## GRAMMAR POINT each / everv



Each is used in front of a singular noun and is followed by a singular verb: Each student has been given his or her own email address. The use of his or her sometimes sounds slightly formal and it is becoming more common to use the plural pronoun their: Each student has been given their own email address.

When each is used after a plural subject, it has a plural verb: They each have their own e-mail address.

Every is always followed by a singular verb: Every student in the class is capable of passing the exam.

Each of, each one of and every one of are followed by a plural noun or pronoun, but the verb is usually singular: Each (one) of the houses was slightly different.  $\lozenge I$  bought a dozen eggs and every one of them was bad. A plural verb is more informal.

# GRAMMAR POINT enjoy Note the following patterns: \$\( \) I enjoyed myself at the party. \$\( \) Tenjoyed myself at the party. \$\( \) Tenjoy tenloyed it. \$\( \) I enjoy playing basketball. \$\( \) I enjoy reading very much. \$\( \) I enjoy reading very much. \$\( \) Lone you enjoy you ririp. \$\( \) Lhope you enjoy with your trip.



# GRAMMAR POINT half / whole / quarter



Quarter, half and whole can all be nouns: Cut the apple into quarters.  $\diamondsuit$ Two halves make a whole.

Whole is also an adjective: I've been waiting here for a whole hour.

Half is also a determiner: Half (of) the work is already finished. ♦ They spent half the time looking for a parking space. ♦ Her house is half a mile down the road. Note that you do not put a or the in front of half when it is used in this way: I waited for half an hour. ♦ I waited for a half an hour.

Half can also be used as an adverb: This meal is only half cooked.



## GRAMMAR POINT if / whether



Both if and whether are used in reporting questions which expect 'yes' or 'no' as the answer: *She asked if \text{ whether } I wanted a drink*., although whether sounds more natural with particular yerbs such as discuss, consider and decide.

When a choice is offered between alternatives if or whether can be used: He didn't know if Iwhether we should write or phone. In this last type of sentence, whether is usually considered more formal and more suitable for written English.



## GRAMMAR POINT kind / sort



Use the singular (kind / sort) or plural (kinds / sorts) depending on the word you use before them: each/one/every kind of animal \( \rightarrow all/many/other sorts of animals. \)

Kind / sort of is followed by a singular or uncountable noun:

This kind of question often appears in the exam. 

That sort of behaviour is not acceptable.

Kinds / sorts of is followed by a plural or uncountable noun:

These kinds of questions often appear in the exam. ♦ These sorts of behaviour are not acceptable.

Other variations are possible but less common: These kinds of question often appear in the exam. 

These sort of things don't happen in real life. (This example is very informal and is considered incorrect by some people.)

Note also that these examples are possible, especially in spoken English: The shelf was full of the sort of books I like to read.  $\lozenge$  He faced the same kind of problems as his predecessor.  $\lozenge$  There are many different sorts of animal on the island.  $\lozenge$  What kind of camera is this?  $\lozenge$  What kind | kinds of cameras do you sell?  $\lozenge$  There were three kinds of cakes | cake on the plate.



#### GRAMMAR POINT late / lately



Late and lately are both adverbs, but late is used with similar meanings to the adjective late, whereas lately can only mean 'recently': We arrived two hours late. SI haven't heard from him lately. Lately is usually used with a perfect tense of the verb.

Look also at the idioms be too late (at the adjective) and too late (at the adverb).

#### GRAMMAR POINT likelv



In standard *BrE* the adverb likely must be used with a word such as *most*, *more* or *very*: *We will most likely see him later*. In informal *AmE* likely is often used on its own: *We will likely see him later*.  $\lozenge He$  said that he would likely run for *President*.



# GRAMMAR POINT modal verbs



The modal verbs are can, could, may, might, must, ought to, shall, should, will and would. Dare, need, have to and used to also share some of the features of modal verbs.

Modal verbs have only one form. They have no - ing or -ed forms and do not add -s to the 3rd person singular form: He can speak three languages. ♦ She will try and visit tomorrow.

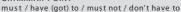
Modal verbs are followed by the infinitive of another verb without to. The exceptions are ought to and used to: You must find a job. ♦ You ought to stop smoking. ♦ I used to smoke but I gave up two years ago.

Questions are formed without do/does in the present, or did in the past: Can I invite Mary?  $\diamondsuit$ Should I have invited Mary?

Negative sentences are formed with **not** or the short form -**n**'t and do not use **do/does** or **did**.

You will find more help with how to use modal verbs at the dictionary entries for each verb.

#### GRAMMAR POINT





#### Necessity and Obligation

Must and have (got) to are used in the present to say that something is necessary or should be done. Have to is more common in AmE, especially in speech: You must be home by 11 o'clock. ◇I must wash the car tomorrow. ◇I have to collect the children from school at 3 o'clock. ◇Nurses have to wear a uniform.

In BrE there is a difference between them. Must is used to talk about what the speaker or listener wants, and have (got) to about rules, laws and other people's wishes: I'd love to stay, but I must go now - I've got to write an assignment for my tutor this evening.

There are no past or future forms of must. To talk about the past you use had to and has had to: I had to wait half an hour for a hus. Will have to is used to talk about the future, or have to if an arrangement has already been made: We'll have to borrow the money we need.  $\bigcirc$ I have to go to the dentist tomorrow.

Questions with have to are formed using do: Do the children have to wear a uniform? In negative sentences both must not and don't have to are used, but with different meanings. Must not is used to tell somebody not to do something: Passengers must not smoke until the signs have been switched off. The short form mustn't is used especially in BrE: You

mustn't leave the gate open. Don't have to is used when it is not necessary to do something: You don't have to pay for the tickets in advance. She doesn't have to work at weekends.

⇒note at NEED

#### Certainty

Both must and have to are used to say that you are certain about something. Have to is the usual verb used in AmE and this is becoming more frequent in BrE in this meaning: He has (got) to be the worst actor on TV!  $\Diamond$ This must be the most boring party I've ever been to (BrE). If you are talking about the past, use must have: Your trip must have been fun!



## GRAMMAR POINT



In BrE there are two separate verbs need.

Need as a main verb has the question form do you need?, the negative you don't need and the past forms needed, did you need? and didn't need. It has two meanings: 1. to require something or to think that something is necessary: Do you need any help? I needed to get some sleep. 2. to have to or to be obliged to do sth: Will we need to show our passports?

Need as a modal verb has need for all forms of the present tense, need you? as the question form and need not (needn't) as the negative. The past is need have, needn't have. It is used to say that something is or is not necessary: Need I pay the whole amount now?

In *AmE* only the main verb is used. This leads to some important differences in the use and meaning of **need** in British and American English.

In AmE it is more common for need to be used to speak about what is necessary, rather than about what you must do: I don't need to go home yet - it's still early. (BrE and AmE = it isn't necessary) & You don't need to go home yet - we never go to bed before midnight. (BrE = you don't have to.)

The difference is even more noticeable in the past tenses: He didn't need to go to hospital, but he went just to reassure himself. (AmE)  $\\Oldsymbol{}OHe$  needn't have gone to hospital, but he went just to reassure himself. (BrE = he did omething that wasn't necessary.  $\\Oldsymbol{}OHe$  didn't need to go to hospital after all -he only had a few bruises. (BrE = he didn't go.)

## GRAMMAR POINT



After neither and either you use a singular verb: Neither candidate was selected for the job.

Neither of and either of are followed by a plural noun or pronoun and a singular or plural verb. A plural verb is more informal: Neither of my parents speaks / speak a foreign language.

When neither... nor... or either... or... are used with two singular nouns, the verb can be singular or plural. A plural verb is more informal.

## GRAMMAR POINT



none of

When you use **none** of with an uncountable noun, the verb is in the singular: *None* of the work was done.

When you use none of with a plural noun or pronoun, or a singular noun referring to a group of people or things, you can use either a singular or a plural verb. The singular form is used in a formal style in BrE: None of the trains is / are going to London. None of her family has/have been to college.



### GRAMMAR POINT one



One/ones is used to avoid repeating a countable noun, but there are some times when you should not use it, especially in formal speech or writing:

- 1 After a possessive (mv. vour. Marv's, etc.), some, anv. both or a number, unless it is used with an adjective: We'd like to exchange our home with a British family's (home). \Quad We'd like to exchange our home with that of a British family. \in \text{with a} British family's one. \( \rightarrow My\) cheap camera takes better pictures than his expensive one. \(\rightarrow\)'Did you get any postcards?' 'Yes, I
- 2 It can be left out after superlatives, this, that, these, those, either, neither, another, which, etc.: 'Here are the designs. Which (one) do you prefer?' 'I think that (one) looks the most orignal.'
- 3 These ones and those ones are not used in AmE, and are unusual in BrE: Do you prefer these designs or those?
- 4 It is never used to replace uncountable nouns and is unusual with abstract countable nouns: The Scottish legal system is not the same as the English system, is better than ... as the English one.



### GRAMMAR POINT expressing percentages



Percentages (= numbers of per cent) are written in words as twenty-five per cent and in figures as 25%.

If a percentage is used with an uncountable or a singular noun the verb is generally singular: 90% of the land is cultivated.

If the noun is singular but represents a group of people, the verb is singular in AmE but in BrE it may be singular or plural: Eighty per cent of the work force is/are against the strike.

If the noun is plural, the verb is plural; 65% of children play computer games.

### GRAMMAR POINT proportion



- If proportion is used with an uncountable or a singular noun, the verb is generally singular; A proportion of the land is used for agriculture.
- If the proportion of is used with a plural countable noun, or a singular noun that represents a group of people, the verb is usually singular, but with a (large, small, etc.) proportion of a plural verb is often used, especially in BrE: The proportion of small cars on America's roads is increasing.  $\Diamond A$  high proportion of five-year-olds have teeth in poor condition.





When a school is being referred to as an institution, you do not need to use the: When do the children finish school? When you are talking about a particular building, the is used: I'll meet you outside the school. Prison, jail, court, and church work in the same way: Her husband spent three years in prison.

⇒note at COLLEGE, HOSPITAL

## GRAMMAR POINT



In modern English the traditional difference between shall and will has almost disappeared, and shall is not used very much at all, especially in AmE. Shall is now only used with / and we, and often sounds formal and old-fashioned. People are more likely to say: I'Il (= | will) be late and 'You'Il (= you will) applogize immediately.' 'No I won't!'.

In BrE shall is still used with I and we in questions or when you want to make a suggestion or an offer: What shall I wear to the party?  $\lozenge$  Shall we order some coffee?  $\lozenge$  I'll drive, shall I?

⇒note at SHOULD

## GRAMMAR POINT should / would



In modern English, the traditional difference between **should** and **would** in reported sentences, conditions, requests, etc. has disappeared and **should** is not used very much at all. In spoken English the short form 'd is usually used: I said I'd (I would) be Iate. ◇He'd (he would) have liked to have been an actor. ◇I'd (I would) really prefer tea.

The main use of **should** now is to tell somebody what they ought to do, to give advice, or to add emphasis: We should really go and visit them soon.  $\Diamond$  You should have seen it!

### GRAMMAR POINT





Should and ought to are both used to say that something is the best thing or the right thing to do, but should is much more common: You should take the baby to the doctor's. 

If ought to give up smoking. In questions, should is usually used instead of ought to: Should we call the doctor?

**Had better** can also be used to say what is the best thing to do in a situation that is happening now: We'd better hurry or we'll miss the train.

You form the past by using **should have** or **ought to have**: She should have asked for some help.  $\Diamond$  You ought to have been more careful.

The forms **should not** or **shouldn't** (and **ought not to** or **oughtn't to**, which are rare in AmE and formal in BrE) are used to say that something is a bad idea or the wrong thing to do: You *shouldn't drive so fast*.

The forms **should not have** or **shouldn't have** and, much less frequently, **ought not to have** or **oughtn't to have** are used to talk about the past: *I'm sorry, I shouldn't have lost my temper.* 

## **GRAMMAR POINT**





You can use on, in and at with sit. You sit on a chair, a step, the edge of the table, etc. You sit in an armchair. If you are sitting at a table, desk, etc. you are sitting in a chair close to it, usually so that you can eat a meal, do some work, etc.

## GRAMMAR POINT staff



In BrE staff (sense 1) can be singular: a staff of ten (= a group of ten people) or plural: I have ten staff working for me. If it is the subject of a verb this verb is plural: The staff in this shop are very helpful.

In AmE staff (senses 1 and 2) can only be singular: a staff of ten (but not ten staff.)  $\Diamond$  The staff in this store is very helpful.

The plural form **staffs** is less frequent but is used in both *BrE* and *AmE* to refer to more than one group of people: *the* senator and his staff(singular)  $\diamond$  senators and their staffs (olural).



## GRAMMAR POINT



Except in negatives and questions, the correct form is **used** to: I used to go there every Saturday.  $\lozenge I$  use to go there every Saturday.

To form questions, use *did*: *♦Did she use to have long hair?*Note that the correct spelling is **use to**, not 'used to'.

The negative form is usually **didn't use to**, but in *BrE* this is quite informal and is not usually used in writing.

The negative form **used not to** (rather formal) and the question form **used you to…?** (old- fashioned and very formal) are only used in *BrE*, usually in writing.



## GRAMMAR POINT very / very much



Very is used with adjectives, past participles used as adjectives, and adverbs: I am very hungry. ◇I was very pleased to get your letter. ◇You played very well. But notice: I'm very much afraid that your son may be involved in the crime.

Very is not used with past participles that have a passive meaning. Much, very much or greatly (formal) are usually used instead: Your help was very much appreciated.  $\lozenge He$  was much loved by everyone.  $\lozenge She$  was greatly admired.

Very is used to emphasize superlative adjectives: my very best work ◇the very youngest children. However, with comparative adjectives much, very much, a lot, etc. are used: Your work is very much better. ◇much younger children.

Very is not used with adjectives and adverbs that already have an extreme meaning. You are more likely to use an adverb such as absolutely, completely, etc.: She was absolutely furious. ◇I'm completely exhausted. ◇You played really brilliantly.

**Very** is not used with verbs. Use **very much** instead: We enjoyed staying with you very much.



## GRAMMAR POINT



Compound adjectives beginning with **well** are generally written with no hyphen when they are used alone after a verb, but with a hyphen when they come before a noun: *She is well dressed*.  $\diamondsuit a$  well-dressed woman. The forms without hyphens are given here, but forms with hyphens can be seen in some examples.

The comparative and superlative forms of these are usually formed with **better** and **best**: better-known poets  $\Diamond$ the best-dressed person in the room.

## GRAMMAR POINT



Whom is not used very often in spoken English. Who is usually used as the object pronoun, especially in questions: Who did you invite to the party?

The use of **whom** as the pronoun after prepositions is very formal: To whom should I address the letter?  $\Diamond$ He asked me with whom I had discussed it. In spoken English it is much more natural to use **who** and put the preposition at the end of the sentence: Who should I address the letter to?  $\Diamond$ He asked me who I had discussed it with.

- In defining relative clauses the object pronoun **whom** is not often used. You can either use **who** or **that**, or leave out the pronoun completely: The family (who/that/whom) I met at the airport were very kind.
- In non-defining relative clauses **who** or, more formally, **whom** (but not *that*) is used and the pronoun cannot be left out: *Our doctor, who/whom we all liked very much, retired last week.* This pattern is not used very much in spoken English.

## GRAMMAR POINT



After the verb **wish** in sense 1, a past tense is always used in a *that* clause: *Do you wish you had a better job?* In more formal English, especially in *AmE*, many people use were after *I*, he, she, it instead of was: *I wish he were here tonight*.

### British / American

These notes explain differences between British and American



## BRITISH / AMERICAN already / just / yet



Already and yet are usually used with the present perfect tense, but in AmE they can also be used with the simple past tense: I already did it. ♦ Did you eat yet?

However, this is much more common in spoken English than in written and some Americans do not consider it acceptable, even in speech. The present perfect is more common in AmE and almost always used in BrE: I've already done it.  $\diamondsuit Have$  you eaten yet?

**Just** is mostly used with the perfect tenses in *BrE* and with the simple past in *AmE*: *I've just had some bad news*. (*BrE*) *◇I just got some bad news*. (*AmE*)



## BRITISH / AMERICAN a bit / a little



- In *BrE* it is common to use **a bit** to mean 'slightly' or 'to a small extent': *These shoes are a bit tight.* ⟨*J'll be a bit later home tomorrow.* ⟨*Can you turn the volume up a bit?*
- It is more common in AmE to say a little, or (informal) a little bit. You can also use these phrases in BrE: These shoes are a little bit too tight.  $\diamondsuit$ I'll be a little later home tomorrow.  $\diamondsuit$ Can you turn the volume up a little bit?



## BRITISH / AMERICAN college / university



- In both BrE and AmE a **college** is a place where you can go to study after you leave secondary school. In Britain you can go to a **college** to study or to receive training in a particular skill. In the USA you can study for your first degree at a **college**. A **university** offers more advanced degrees in addition to first degrees.
- In AmE college is often used to mean a university, especially when talking about people who are studying for their first degree. The is not used when you are talking about someone studying there: My son has gone away to college. 

  'Where did you go to college?' 'Ohio State University.'
- In BrE you can say: My daughter is at college  $\diamondsuit My$  daughter is at university. In AmE you cannot use **university** in this way. You use it with **a** or **the** to mean a particular university. My daughter is at college.  $\diamondsuit I$  didn't want to go to a large university.

## BRITISH / AMERICAN course / program



- In BrE course is used for a series of lessons or lectures on a particular subject: a physics course ◊a course of ten lectures. In AmE you would say ⋄a physics course/program ⋄a program of ten lectures.
- In AmE a course is usually an individual unit that forms part of a longer period of study: I have to take a physics course/class. This is called a module in Britain, especially in a college or university.
- In *BrE* course can also mean a period of study at a college or university: *a two-year college course*. In *AmE* you would say *a two-year college program*.



## BRITISH / AMERICAN different from / to / than



- Different from is the most common structure in both BrE and AmE. Different to is also used in BrE: Paul's very different from/to his brother  $\Diamond This$  visit is very different from/to last time.
- In AmE people also say different than: Your trains are different than ours.  $\diamond$  You look different than before.
- Before a clause you can also use **different from**(and **different than** in AmE): She looked different from what  $\Gamma$ 'd expected.  $\diamondsuit$  She looked different than (what)  $\Gamma$ 'd expected.



## BRITISH / AMERICAN floor



- In *BrE* the floor of a building at street level is the **ground floor**, the one above it is the **first floor** and the one below it is the **basement**, or **lower ground floor** in a public building.
- In AmE the floor at street level is usually called the first floor, the one above it is the **second floor** and the one below it is the **basement**. In public buildings the floor at street level can also be called the **ground floor**.

⇒note at STOREY



## BRITISH / AMERICAN have to got / do you have



Have got is the usual verb in BrE to show possession, etc. in positive statements in the present tense, in negative statements and in questions: They've got a wonderful house. 
◇We haven'r got a television. 
◇Have you got a meeting today? Questions and negative statements formed with do are also common: Do you have any brothers and sisters? 
◇We don't have a car.

Have is also used but is more formal: I have no objection to your request. ♦ Have you an appointment? Some expressions with have are common even in informal language: I'm sorry, I haven't a clue.

- In the past tense **had** is used in positive statements. In negatives and questions, forms with **did have** are usually used: They had a wonderful house.  $\lozenge$  We didn't have much time.  $\lozenge$  Did she have her husband with her?
- In AmE have and forms with do/does/did are the usual way to show possession, etc. in positive statements, negatives and questions: They have a wonderful house. Ne don't have a television. Do you have a meeting today? Have got is not used in questions, but is used in positive statements, especially to emphasize that somebody has one thing rather than another: 'Does your brother have brown hair?' 'No, he's got blond hair.'
- In both *BrE* and *AmE* have and forms with **do/does** and **did** are used when you are referring to a habit or routine: *In my country people usually have large families.*  $\lozenge We don't often have time to talk. <math>\lozenge Do$  you ever have headaches?

## BRITISH / AMERICAN holiday / vacation



- You use holiday (or holidays) in BrE and vacation in AmE to describe the regular periods of time when you are not at work or school, or time that you spend travelling or resting away from home: I get four weeks' holiday/vacation a year. \$\int He's on holiday/vacation this week. \$\int I like to take my holiday/vacation in the winter. \$\int the summer holidays/vacation.
- In AmE a holiday (or a public holiday) is a single day when government offices, schools, banks and businesses are closed: The school will be closed Monday because it's a holiday. This is called a bank holiday in BrE.

**The holidays** is used in *AmE* to refer to the time in late December and early January that includes Christmas, Hanukkah and the New Year.

**Vacation** in  $\mathit{BrE}$  is used mainly to mean one of the periods when universities are officially closed for the students.

# BRITISH / AMERICAN hospital



- In BrE you say to hospital or in hospital when you are a patient: I had to go to hospital.  $\Diamond She$  spent two weeks in hospital.
- In AmE you need to use the: I had to go to the hospital.  $\diamondsuit She$  spent two weeks in the hospital.



## BRITISH / AMERICAN inclusive / through



- In *BrE* inclusive is used to emphasize that you are including the days, months, numbers, etc. mentioned, especially in formal or official situations: *Answer questions 8 to 12 inclusive*.  $\Diamond$  *The amusement park is open daily from May to October inclusive*.
- In AmE through is used: Answer questions 8 through 12.  $\Diamond$ The amusement park is open (from) May through October.

To can also be used with this meaning in BrE and AmE: The park is open from 1 May to 31 October.



### BRITISH / AMERICAN phone / call /ring



### Verbs

In *BrE*, to phone, to ring and to call are the usual ways of saying to telephone. In *AmE* the most common word is call, but phone is also used. Speakers of *AmE* do not say ring. Telephone is very formal and is used mainly in *BrE*.

#### Nouns

You can use **call** or **phone call** (more formal) in both *BrE* and *AmE*: say Were there any phone calls for me? ♦ How do I make a local call? The idiom **give sb a call** is also common: I'll give you a call tonight. In informal *BrE* you could also: I'll give you a ring tonight.

## BRITISH / AMERICAN platform / track



- In British stations the platforms, where passengers get on and off trains, have different numbers: *The Edinburgh train is waiting at platform 4*.
- In stations in the USA, it is the track that the train travels along that has a number: *The train for Chicago is on track 9*.

## BRITISH / AMERICAN



#### Nouns

- In *BrE* the official system used for sending and delivering letters, parcels/packages, etc. is usually called the **post**. In *AmE* it is usually called the **mail**: *I'll* put an application form in the post/mail for you today. ⟨Send your fee by post/mail to this address. **Mail** is sometimes used in *BrE* in such expressions as the Royal Mail. **Post** occurs in *AmE* in such expressions as the US Postal Service.
- In BrE post is also used to mean the letters, parcels/packages, etc. that are delivered to you. Mail is the usual word in AmE and is sometimes used in BrE: Was there any post/mail this morning?  $\leq 1$  sat down to open my post/mail.

#### Verbs

Compare: I'll post the letter when I go out. (BrE) and I'll mail the letter when I go out. (AmE)

### Compounds

Note these words: postman(BrE), mailman/mail carrier (both AmE); postbox BrE, mailbox AmE. Some compounds are used in both BrE and AmE: post office, postcard, mail order

#### Electronic

Mail, not post, is always used in connection with electronic messages: e-mail, voicemail.

## BRITISH / AMERICAN presently



In both BrE and AmE, presently can mean 'soon' or 'after a short time': I'll be with you presently.  $\lozenge$ Presently, I heard her leave the house. This use is slightly old-fashioned. In AmE the usual meaning of presently is 'at the present time' or 'now': She is presently living in Milan.  $\lozenge$ There is presently no cure for the disease. This use is becoming more accepted in BrE, but at present or currently are usually used.

# BRITISH / AMERICAN purse / handbag / wallet



- A purse (BrE) / a change purse or coin purse (AmE) is a small bag for carrying money, including coins.
- A **handbag** (also **purse** in *AmE*) is a bag that women especially carry with them to hold their money, keys, etc.
- A wallet (also billfold in AmE) is a small leather or plastic case used for keeping bank notes, cards, etc. in.



# BRITISH / AMERICAN rent / hire / let



#### Verbs

- You can hire something for a short period of time (BrE only), but rent something for a longer period: We can hire bikes for a day to explore the town. ♦ We don't own our TV, we rent it.
- In AmE, rent is always used. It is sometimes now used in BrE instead of hire, too.
- The owners of property can hire it out for a short period (*BrE*):

  Do you hire out bikes? Or they can rent (out) / let (out) a building, etc: We rent out rooms in our house to students.

- Outside a building you could see: To let  $(BrE) \diamondsuit For\ rent$   $(especially\ AmE)$ .
- To **hire** can also mean to employ somebody, especially in AmE: We hired a new secretary.
- see also LEASE v.

#### Nouns

The amount of money that you pay to rent something is **rent** or **rental** (more formal). When you hire something you pay a **hire charge** (*BrE*).

On a sign outside a shop you might see: Bikes for hire (BrE).

- see also LET, LEASE, HIRE n.

# BRITISH / AMERICAN rubbish / garbage / trash / refuse



- **Rubbish** is the usual word in *BrE* for the things that you throw away because you no longer want or need them. **Garbage** and **trash** are both used in *AmE*. Inside the home, **garbage** tends to mean waste food and other wet material, while **trash** is paper, cardboard and dry material.
- In BrE, you put your rubbish in a dustbin in the street to be collected by the dustmen. In AmE, your garbage and trash goes in a garbage / trash can in the street and is collected by garbage men / collectors.
- Refuse is a formal word and is used in both BrE and AmE. Refuse collector is the formal word for a dustman or garbage collector.



## BRITISH / AMERICAN at / in school



In BrE someone who is attending school is at school: I was at school with her sister. In AmE in school is used  $\lozenge I$  have a tenyear-old in school. In school in AmE can also mean 'attending a university'.

## BRITISH / AMERICAN sea / ocean



In BrE, the usual word for the mass of salt water that covers most of the earth's surface is the sea. In AmE, the usual word is the ocean: A swimmer drowned in the sea / ocean this morning.

The names of particular areas of seas, however, are fixed: *the Mediterranean Sea \$\sigma the Atlantic Ocean.* 

Sea / ocean are also used if you go to the coast on holiday / vacation: We're spending a week at the sea / ocean in June. In AmE it is also common to say: We're going to the beach for vacation.

⇒note at COAST



### BRITISH / AMERICAN toilet / bathroom



In BrE, but not in AmE, the room that has a toilet in it is usually referred to as a toilet. This room in people's houses can also be called the lavatory, or informally, the loo. An extra downstairs toilet in a house can be called the cloakroom. In public places, especially on signs, the words toilets, Gents (for men's toilets) or Ladies (for women's toilets) are used for a room or small building containing several toilets. You might also see WC or Public Conveniences on some signs.

In AmE the room that contains a toilet is usually called the bathroom, never the toilet. A room with a toilet in a public place can also be called a restroom, ladies' room, women's room or men's room. Washroom is an old-fashioned word.



## BRITISH / AMERICAN underground / subway / metro / tube



A city's underground railway / railroad system is usually called the underground (often the Underground) in BrE and the subway in AmE. Speakers of BrE also use subway for systems in American cities and metro for systems in other European countries. The Metro is the name for the systems in Paris and Washington, D.C. London's system is often called the Tube. D.C. London's system is often called the Tube.

### More About

These notes give you more information about an aspect of life or language in Britain and America and show you the correct words to use.



### MORE ABOUT America



The continent of America is divided into North America and South America. The narrow region joining North and South America is Central America

North America, which is a geographical term, consists of the United States of America, Canada and Mexico. Latin America, a cultural term, refers to the non-English speaking countries of Central and South America, where mainly Portuguese and Spanish are spoken. Mexico is part of Latin America.

The United States of America is usually shortened to the USA, the US, the States or simply America: the US President  $\lozenge$  Have you ever been to the States?  $\lozenge$  She emigrated to America in 1995. Many people from other parts of the continent dislike this use of America to mean just the US, but it is very common.

American is usually used to talk about somebody or something from the United States of America: Do you have an American passport? ◇American football ◇I'm not American, I'm Canadian. Latin American and South American are used to refer to other parts of the continent: Latin American dance music ◇Quite a lot of South Americans study here.



## MORE ABOUT of course



Of course is often used to show that what you are saying is not surprising or is generally known or accepted. For this reason, and because it can be difficult to get the right intonation, you may not sound polite if you use of course or of course not when you answer a request for information or permission. It can be safer to use a different word or phrase.

'Is this the right room for the English class?' 'Yes, it is.' \\$'\text{Of}\ \course.' or '\text{Of course it is.'}

'Can I borrow your dictionary?' 'Certainly.'(formal) ♦ 'Sure.' (informal)

'Do you mind if I borrow your dictionary?' 'Not at all.'\circ' Go ahead.' (informal).

If you say of course / of course not it may sound as though you think the answer to the question is obvious and that the person should not ask. In the same way, of course should not be used as a reply to a statement of fact or when someone expresses an opinion: 'It's a lovely day.' 'It certainly is.' ' 'Yes it is.' \( \rightarrow \frac{1}{2} \) focurse it is:' \( \rightarrow \frac{1}{2} \) think you'll enjoy that play.' 'I'm sure I will.' / 'Yes, it sounds really good.' \( \rightarrow \frac{1}{2} \)



## MORE ABOUT gender



### Ways of talking about men and women

When you are writing or speaking English it is important to use language that includes both men and women equally. Some people may be very offended if you do not.

#### The human race

Man and mankind have traditionally been used to mean 'all men and women'. Many people now prefer to use humanity, the human race, human beings or people.

#### Jobs

The suffix -ess in names of occupations such as actress, hostess and waitress shows that the person doing the job is a woman. Many people now avoid these. Instead you can use actor or host, (although actress and hostess are still very common) or a neutral word, such as server for waiter and waitress.

Neutral words like assistant, worker, person or officer are now often used instead of -man or -woman in the names of jobs. For example, you can use police officer instead of policeman or policewoman, and spokesperson instead of spokesman or spokeswoman. Neutral words are very common in newspapers, on television and radio and in official writing, in both BrE and AmE.

When talking about jobs that are traditionally done by the other sex, some people say: a male secretary/nurse/model (NOT man) or a woman/female doctor/barrister/driver. However this is now not usually used unless you need to emphasize which sex the person is, or it is still unusual for the job to be done by a man/woman: My daughter prefers to see a woman doctor. \$\rightarrow\$ They have a male nanny for their kids. \$\rightarrow\$ a female racing driver.

### Pronouns

He used to be considered to cover both men and women: Everyone needs to feel he is loved, but this is not now acceptable. Instead, after everybody, everyone, anybody, anyone, somebody, someone, etc. one of the plural pronouns they, them, and their is often used: Does everybody know what they want? \$\sigma Somebody's left their coat here. \$\sigma I\$ hope nobody's forgotten to bring their passport with them.

Some people prefer to use he or she, his or her, or him or her in speech and writing: Everyone knows what's best for him or herself. He/she or (s)he can also be used in writing: If in doubt, ask your doctor. He/she can give you more information. (You may find that some writers just use 'she'.) These uses can seem awkward when they are used a lot. It is better to try to change the sentence, using a plural noun. Instead of saying: A baby cries when he or she is tired you can say Babies cry when they are tired.



## MORE ABOUT hello / greetings



**Hello** is the most usual word and is used in all situations, including answering the telephone.

Hi is more informal and is now very common.

How are you? or How are you doing? (very informal) often follow Hello and Hi: 'Hello, Mark.' 'Oh, hi, Kathy! How are you?'

**Good morning** is often used by members of a family or people who work together when they see each other for the first time in the day. It can also be used in formal situations and on the telephone. In informal speech, people may just say **Morning**.

Good afternoon and Good evening are much less common.

Good night is not used to greet somebody, but only to say goodbye late in the evening or when you are going to bed.

If you are meeting someone for the first time, you can say Pleased to meet you or Nice to meet you (less formal). Some people use How do you do? in formal situations. The correct reply to this is How do you do?



## MORE ABOUT meals



People use the words dinner, lunch, supper and tea in different ways depending on which English-speaking country they come from. In Britain it may also depend on which part of the country or which social class a person comes from.

A meal eaten in the middle of the day is usually called **lunch**. If it is the main meal of the day it may also be called **dinner** in BrE, especially in the north of the country.

A main meal eaten in the evening is usually called **dinner**, especially if it is a formal meal. **Supper** is also an evening meal, but more informal than **dinner** and usually eaten at home. It can also be a late meal or something to eat and drink before going to bed.

In BrE, tea is a light meal in the afternoon with sandwiches, cakes, etc. and a cup of tea: a cream tea. It can also be a main meal eaten early in the evening, especially by children: What time do the kids have their tea?

As a general rule, if **dinner** is the word someone uses for the meal in the middle of the day, they probably call the meal in the evening **tea** or **supper**. If they call the meal in the middle of the day **lunch**, they probably call the meal in the evening **dinner**.

**Brunch**, a combination of breakfast and lunch, is becoming more common, especially as a meal you eat outside or one where your guests serve themselves.



## MORE ABOUT names and titles



#### Names

Your name is either your whole name or one part of your name: My name is Maria. ♦His name is Tom Smith. ♦The name's Bond.

Your last name or family name, (also called surname in BrE)

= the name that all members of your family share.

### Your first name/names (formal forename)

= the name(s) your parents gave you when you were born.

In *BrE* some people use the expression **Christian name(s)** to refer to a person's first name(s).

### Your middle name(s)

= any name your parents gave you other than the one that is placed first. The initial of this name is often used as part of your name, especially in America: *John T. Harvey* 

#### Your full name

= all your names usually in the order: first + middle + last name

### A woman's maiden name

= the family name she had before she got married. Some women keep this name after they are married, and do not use their husband's name. In America, married women often use their maiden name followed by their husband's family name: Hillary Rodham Clinton.

#### Titles

Mr (for both married and unmarried men)

Mrs (for married women)

Miss (for unmarried women)

Ms (a title that some women prefer to use as it does not distinguish between married and unmarried women)

## Doctor, Professor, President, Vice-President, Reverend (or Rev), etc.

The correct way to talk to someone is:

first name, if you know them well: Hello, Maria.

or title + surname: Hello, Mr Brown.

or Doctor (medical). Professor, etc. on its own:

Thank you, Doctor. This is only used for a very limited number of titles.

For information on ways of addressing people in writing see Study Page B14.



## MORE ABOUT roads



#### Roads and streets

In a town or city, street is the most general word for a road with houses and buildings on one or both sides: a street map of London. Street is not used for roads between towns, but streets in towns are often called Road: Oxford Street & Edgware Road. A road map of France would show you the major routes between, around and through towns and cities.

Other words used in the names of streets include: Circle, Court, Crescent, Drive, Hill and Way. Avenue suggests a wide street lined with trees. A lane is a narrow street between buildings or, in BrE, a narrow country road.

### The high street

High street is used in *BrE*, especially as a name, for the main street of a town, where most shops, banks, etc. are: *the record store in the High Street*  ⟨*high street shops.* In *AmE* Main Street is often used as a name for this street.

### Larger roads

British and American English use different words for the roads that connect towns and cities. **Motorways**, (for example, the M57) in *BrE*, **freeways**, **highways** or **interstates**, (for example State Route 347, Interstate 94, the Long Island Expressway) in *AmE*, are large divided roads built for long-distance traffic to avoid towns.

A ring road (BrE) / an outer belt (AmE) is built around a city or town to reduce traffic in the centre. This can also be called a beltway in AmE, although this usually refers to the road around Washington D.C. A bypass passes around a town or city rather than through the centre.

## Word family



### WORD FAMILY

able adj. ( $\neq$  unable) ability n. ( $\neq$  inability) disabled adj. disability n.

## WORD FAMILY

accuse v.

accusation n.

accusing adj.

accusatory adj.

accused n.

## WORD FAMILY

ally v., n.
allied adj.
alliance n.

## С

## WORD FAMILY

clear *adj*. clarity *n*. clarify *v*.

### WORD FAMILY

conceive v.
concept n.
conception n.
conceivable adj. (≠ inconceivable)
conceptual adj.

## D

### WORD FAMILY

deceive v.
deceit n.
deceitful adj.
deception n.

deceptive adj.

### WORD FAMILY

decide v.

 $\mathbf{decision}\ n.\ (\neq \mathsf{indecision})$ 

**decisive** adj. ( $\neq$  indecisive) **undecided** adj.

## WORD FAMILY

defy v.
defiance n.
defiant adj.

### WORD FAMILY

deny v.
denial n.
undeniable adi.

## WORD FAMILY

destroy v.
destroyer n.
destruction n.
destructive adj.
indestructible adj.

### WORD FAMILY

 $\begin{array}{l} \textbf{discreet} \ adj. \ (\neq \text{indiscreet}) \\ \textbf{discretion} \ n. \ (\neq \text{indiscretion}) \end{array}$ 

### WORD FAMILY

divide v., n. division n. divisive adj.

## Е

### WORD FAMILY

explain v. explanation n. explanatory adj.

explicable adi. (≠ inexplicable)

### WORD FAMILY

explode v. explosion n. explosive adj., n. unexploded adi.

## F

## WORD FAMILY

fat adj. fatty adj. fatten v. fattening adj.

### WORD FAMILY

force n..v.forceful adj. forced adj. (≠ unforced) forcible adj. enforce v.



### WORD FAMILY

grateful adj. (≠ ungrateful) **gratitude** n. ( $\neq$  ingratitude)



### WORD FAMILY

inhahit v **habitable** *adj*. (≠ uninhabitable) uninhabited adi.

inhabitant n. habitation n.

### WORD FAMILY

intend v.

intended adi. (≠ unintended)

intention n.

**intentional** *adj*. (≠ unintentional)



### WORD FAMILY

marry v.

marriage n.

married *adi*. (≠ unmarried)

marital adj.

### WORD FAMILY

perceive v. perception n. perceptive adi.

perceptible adi. (≠ imperceptible)

### WORD FAMILY

pitv n.. v. pitiful adi. pitiless adi. pitiable adi. piteous adi.

## WORD FAMILY

produce v. produce n. producer n. production n. productive adi. (≠ unproductive)

### WORD FAMILY

pronounce v. pronunciation n. unpronounceable adj. mispronounce v.

### WORD FAMILY

prove v. ( $\neq$  disprove) proof n.

**proven** adj. (≠ unproven)

## R

## WORD FAMILY

rely v. reliable adj. ( $\neq$  unreliable) reliability n. ( $\neq$  unreliability) reliance n.

## WORD FAMILY

repeat v., n.
repeatable adj. (≠ unrepeatable)
repeated adj.
repetition n.
repetitive adj.
repetitious adj.



### WORD FAMILY

stable adj. ( $\neq$  unstable) stability n. ( $\neq$  instability) stabilize v



## WORD FAMILY

true adj. ( $\neq$  untrue) truth n. ( $\neq$  untruth) truthful adj. ( $\neq$  untruthful) truly adv.



## WORD FAMILY

wit n.
witty adj.
witticism n.

truism n.

outwit v.

## 仕様

## 主な仕様

型式: IDF-2200E

収録辞典: 『OXFORD Advanced Learner's DICTIONARY

6th edition』(OXFORD UNIVERSITY PRESS)

『ジーニアス英和辞典《第3版》』(大修館書店)

『ジーニアス和英辞典』(大修館書店)

『ジーニアス英単語2500改訂版』(大修館書店)

『類語辞典』(大修館書店監修)

表示: 240×120 ドットマトリクス液晶表示

文字:12ドットフォント

拡大文字:24ドットフォント(搭載した全モード)

電源:単4形アルカリ乾電池(LR03)2本

消費電力:150mW

使用時間:約100時間(使用温度25℃、ジーニアス英和辞典

の画面で連続表示の場合)

※ 使用状態 (環境)によって電池寿命が変わることがあります。

オートパワーオフ:10分以内で、1分単位での 設定可能

使用温度:0℃~40℃

寸法:幅117×奥行き136×高さ17.5mm

(開いた状態)

幅117×奥行き72×高さ17.5mm

(閉じた状態)

重量: 140g(電池含む)

※改良のため、予告なしに仕様の変更を行なう ことがありますので、予めご了承ください。

この装置は、情報処理装置等電波障害 自主規制協議会(VCCI)の基準に基準 くクラスB情報技術装置です。この装置 は、家庭環境で使用することを目的と していますが、この装置がラジオやテ レビジョン受信機に近接して使用され ると、受信障害を引き起こすことい取 ります。取扱説明書に従って正しい取 り扱いをして下さい。

## 修理お問い合わせ専用窓口

## パーソナル機器修理受付センター(全国共通番号)050-555-99088

[受付時間] 9:00~18:00(日曜、祝日と年末年始弊社休業日は休ませていただきます)

## 製品取扱方法ご相談窓口

## キヤノンお客様相談センター(全国共通番号)050-555-90025

[受付時間] 〈平日〉9:00~20:00〈土日祝日〉10:00~17:00 (1/1から1/3は休ませていただきます)

- ※上記番号をご利用いただけない場合は、043-211-9632 をご利用下さい。
- ※IP電話をご利用の場合、プロバイダーのサービスによってはつながらない場合があります。
- ※上記記載内容は、都合により予告なく変更する場合があります。予めご了承下さい。

## キヤノンマーケティングジャパン株式会社

PUB No.E-IJ-1149 @ CANON ELECTRONIC BUSINESS MACHINES (H.K.) CO., LTD. 2008 PRINTED IN CHINA